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MATERIALS DESCRIBING CLASSES AND TRAINING
FOR THE PROFESSIONAL EDUCATION OF REHABILITATION PERSONNEL

PRESERVICE AND INSERVICE: A CATALOG

December 1984

AMERICAN FOUNDATION FOR THE BLIND
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NEW YORK, N.Y. 10011

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Special thanks go to those who assisted in the collection of these materials for the retreat of the National Council of Rehabilitation Education members held in Atlanta, Georgia, in August 1984. Directors of staff development and training in several states responded promptly when the Information Coordinator telephoned her requests for materials to share in Atlanta. (Others have since sent new training items.) University educators responded to the call of Dennis Maki, Ph.D., Iowa State University, and they sent class and course descriptions for the review of their peers at the retreat. To those who assumed the responsibility of gathering/forwarding the topical collections, we also express appreciation. Marita Danek, Ph.D., Gallaudet College, prepared a "Summary of Course Descriptions, Medical Aspects of Disability," which is included in the Medical and Psych-Social Aspects Packet. Ann Meyer, Ph.D. and President of NCRE, tallied the "Special Topic" Courses, identifying the universities and colleges within which they were offered. (Some class outlines have been added to this packet.) Without the assistance of the university educators who responded favorably to the idea of sharing information about their classes, this catalog would not have been possible. We trust that state staff development officers will glean ideas for productive training sessions and that university educators will gain new insights regarding the revision of classes and the formation of new ones. JAH

Oklahoma State University is an Equal Opportunity Institution. All persons are offered employment/promotion on the basis of their qualifications and capabilities without regard to race, religion, sex, national origin, handicapping condition, or veteran status. In addition, the University supports and encourages an environment of affirmative action toward equal opportunity in all decisions affecting the recruitment, employment, and promotion of employees at all levels.

FOREWORD

The National Council on Rehabilitation Education (NCRE) for many years has hosted a retreat for its members to share ideas and curricula in order to present better instruction to their students in rehabilitation counseling education courses.


During the 1984 National Rehabilitation Association Conference in Atlanta, Georgia, the NCRE Retreat was held at Georgia State University campus three blocks away from the Convention hotel. The National Clearing House was asked to participate in the very successful retreat and share resources from Rehabilitation Agencies Staff Development ranks as well as other materials that could impact preservice education teaching.

The resource materials and curricula listed in this publication not only reflect what was presented at the NCRE Retreat but also many university programs that were unable to be in attendance in Atlanta and who forwarded their materials to the Clearing House to be included in this effort.

The NCRE Board and the Clearing House plan to keep this type of publication updated annually in order to share new innovative methodologies to anyone who is needing outlines or course content whether in preservice or inservice modes of teaching.

We want to thank all of those who have shared their materials for this catalog. None of this would have been available if there had not been a spirit of sharing.

Sincerely,



Paul G. Gaines
Project Director

PREFACE

In the publication of a collection of materials, the importance of organization becomes evident from the outset. Finding the means by which users may best be able to locate desired information presents a major problem, but we believe that we have been able to solve it. The products catalogued herein, primarily print, are divided into three groups.

"Counselor Education Programs, Courses, Classes," the first part, identifies units of study offered to prepare students to seek employment in vocational rehabilitation. Class descriptions have been clustered into packets relevant to particular topics of study. They have then been arranged alphabetically by state and institution within each packet. In order to avoid repetition, the name of the institution is given only once although there may be several classes which are offered by the institution. Every effort has been made to ensure that the reader can detect the various programs within which specific courses are offered. Titles include: Administration and Supervision, Basic Issues, Case Management, Client Assessment, Medical Psycho-Social Aspects, Placement, Practicum/Internship, Research, and "Special Topics." For the most part, class and course descriptions remain in the categories to which they were assigned by university personnel for the retreat of the National Council of Rehabilitation Education in Atlanta, Georgia, August 1984.

The second part of this publication features "Counselor Education Manuals, Handbooks" developed by counselor educators for the use of their students. Because of their potential use as supplementary materials, texts, or sources of ideas for other university programs, they are listed separately by topic: Curriculum, Curriculum/Cross-Cultural, Medical/Psycho-Social Aspects, Orientation, Placement, and Practicum/Internship.

"State Agency Materials" is the title of the third part of this volume. The citations are listed alphabetically, first by state and then by topic. The materials shared are by no means comprehensive; they are samples of the kinds of documents and training tapes developed to meet local (state) training needs. Because of their value to both university educators and state staff development officers, target groups whom we seek to serve, they are included in this catalog.

The National Clearing House of Rehabilitation Training Materials offers all of these materials on a cost recovery basis. As new materials are added, updates will be prepared and announcements will be made. Revisions of the catalog will be delayed until substantial changes are required. Your contributions are essential if the clearinghouse concept is to remain viable. Submit your new and revised materials; we pledge to try to keep them in circulation.

Most sincerely,

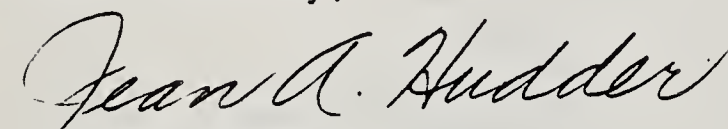

Jean A. Hudder
Information Coordinator

TABLE OF CONTENTS

Title Page	i
Acknowledgments	ii
Foreword	iii
Preface	iv
Table of Contents	v
Topical Index	vi
State Index	vii
University/College Index	viii
Counselor Education Programs, Courses, Classes	1
Counselor Education Manuals, Handbooks	41
State Agency Materials	45
Order Forms	57

TOPICAL INDEX

Administration, Supervision	1, 47
Basic Issues	3
Case Management	7
Casework	47
Client Assessment	8
Client Characteristics	45
Cost Benefit Analysis	49
Counselor Education/Evaluation	46, 47
Curriculum	41
Curriculum/Cross-Cultural	41
Employment	46
Evaluation (Personnel)	55
Hearing Impairment (Resources, Interpreters)	50
Independent Living	45
Individual Written Rehabilitation Plan	50
Interagency Cooperation	54
Job Analysis	54
Job Seeking	48, 50
Medical/Psycho-Social Aspects	13, 41
Needs Assessment	48
Orientation	42
Placement	20, 42, 45
Practicum/Internship	24, 43, 44
Rehabilitation Engineering	49
Research	28
Special Topics	31
Spinal Cord Injury	46
Staff Development	46, 48, 49, 50, 51, 52, 55
Study Guides (Cancer, Epilepsy, Heart Disorders)	53, 54
Vocational Education	54
Vocational Rehabilitation Process	48

STATE INDEX (SITES OF UNIVERSITIES/COLLEGES AND STATE AGENCIES)

Arizona	3, 8, 13, 24, 31, 43
California	45, 46
Colorado	1, 3, 7, 8, 13, 20, 28, 31, 32
Florida	3, 14, 20, 28, 32, 46, 47
Georgia	14, 28, 32, 47
Idaho	47
Illinois	1, 3, 9, 14, 15, 20, 24, 28, 29, 32, 33, 34, 35, 41
Iowa	3, 4, 9, 15, 21, 24, 25, 42
Kansas	47, 48
Kentucky	2, 4, 7, 9, 15, 21, 25, 29, 35, 36, 48
Louisiana	48
Maryland	9, 10, 16, 21
Massachusetts	48, 49
Michigan	4, 10, 16, 21, 25, 36, 43
Minnesota	49
Mississippi	4, 10, 16, 22, 25
New Jersey	50
New York	16, 22, 36
Ohio	4, 5, 16, 17, 42, 43
Oklahoma	50
Pennsylvania	5, 7, 10, 17, 22, 25, 37, 38, 41, 44
South Carolina	7, 18, 23, 26
Tennessee	51
Texas	2, 5, 7, 8, 11, 18, 23, 26, 29, 38, 41
Utah	51, 52, 53, 54
Washington	5, 11, 18, 23, 26
Washington, DC	5, 12, 18, 19, 38, 39, 43
West Virginia	54, 55
Wisconsin	6, 12, 19, 23, 26, 27, 30, 39, 40, 55

UNIVERSITY/COLLEGE INDEX

Drake University	42
Florida State University	3, 14, 20, 28, 32
Gallaudet College	5, 12, 18, 19, 38, 39, 43
Georgia State University	14, 28, 32
Kent State University	17
Illinois Institute of Technology	14, 24, 28
Michigan State University	4, 10, 16, 21, 22, 25, 36, 43, 44
Mississippi State University	4, 10, 16, 22, 25
New York University	22
North Texas State University	2, 5, 7, 11, 18, 23, 26, 29, 38
Ohio State University	4, 17
Ohio University	5, 17
Pan American University	41
Seattle University	5, 11, 18, 23, 26
Southern Illinois University	1, 3, 9, 14, 15, 20, 21, 29, 32, 33, 34, 35
State University of New York (SUNY)/Buffalo	16, 36
University of Arizona	3, 8, 13, 24, 31, 43
University of Cincinnati	42, 43
University of Georgia	47
University of Iowa	3, 4, 9, 15, 21, 24, 25
University of Kentucky	2, 4, 7, 9, 15, 16, 21
University of Maryland	9, 16, 21
University of Northern Colorado	1, 3, 7, 8, 13, 20, 28, 31, 32
University of PA/Scranton	5, 7, 10, 17, 18, 22, 25, 37, 38, 41, 44
University of South Carolina	7, 18, 23, 26, 38
University of Wisconsin-Madison	6, 12, 19, 23, 26, 27, 30, 39
University of Wisconsin-Milwaukee	6, 19, 23, 27, 30, 39, 40
West Virginia University	54, 55

COUNSELOR EDUCATION PROGRAMS, COURSES, CLASSES

ADMINISTRATION, SUPERVISION

Code: PRO ED 1

Cost: \$1.75

Vocational Rehabilitation, Administration and Supervision Packet

1984, 36 p.

The contents (class descriptions) of this packet are briefly annotated below.

COLORADO

University of Northern Colorado

First Line Supervision in Vocational Rehabilitation (HRS 589)

n.d., 4 p.

This course provides an orientation to the duties and philosophy of first line supervisors. It assists the counselor trainee in the development of skills in line management, budgeting, and quality assurance through the study of five units of material.

Seminar: Administration of Rehabilitation Programs (HRS 650)

n.d., 2 p.

"This course is designed for students to acquire basic principles and practices of administering rehabilitation programs by developing skills in grant preparation and development." Learning objectives and activities are specified for two major units of study.

ILLINOIS

Southern Illinois University

Introduction to Rehabilitation Administration (REHB 570)

Riggar, Dr. T. F.

n.d., 9 p.

This course explores the "problem-solving approach to current issues in organizational structure and management functions in public and voluntary rehabilitation agencies, decision-making leadership, program development, and evaluation. Six units of study are outlined, and a term project is required. The courses offered in Rehabilitation Administration are sequentially identified as to function: Planning, Organizing, Leading, Evaluating, and Staffing (POLES). Specialty courses are also listed. Dr. Riggar explicitly states the criteria for term papers, and he offers tips for the successful completion of the course.

Introduction to Rehabilitation Supervision (REHB 576)

Riggar, Dr. T. F.

n.d., 4 p.

Among topics covered in this course are supervisory responsibilities, preparation, and management; employee motivation and leadership styles; career development and personnel selection; job design and organizational behavior modification; and careers and production/time management. Study is centered around five units, and the sources of lecture content are cited.

Seminar in Rehabilitation Services (REHB 582)

1983, 2 p.

"This course is designed to provide a forum for informed discussion of issues currently impacting rehabilitation administration." Grade calculation and grade stipulations are clearly outlined. Guidelines of a miscellaneous nature are also provided.

KENTUCKY

University of Kentucky

Administration and Supervision in Rehabilitation (B&E 441)

Witten, Dr. B. J.

1984, 2 p.

"This course is designed to provide advanced students with a background in basic management concepts and skills, applied in human service settings." A class schedule with topics/reading assignments is included.

TEXAS

North Texas State University

Leadership in Rehabilitation Counseling (CEP 882)

n.d., 1 p.

Management theory, management systems, functions of management, role of the frontline supervisor, and the dynamics of major management are among the topics of discussion in this class.

Management and Supervision in Rehabilitation Facilities (Rehabilitation 550)

Miner, Ken

1984, 7 p.

In addition to listing specific skills to be acquired by each student (objectives), this outline describes evaluation/grading, provides a class schedule (detailing study topics of each session), includes sample examination questions, contains a "Request for Rehabilitation Paper," and concludes with an evaluation form (Competency and Interest Questionnaire) to be completed by students upon completion of the course.

Seminar in Management and Supervision in a Rehabilitation Facility (Rehabilitation 551.501)

Miner, Ken

1983, 3 p.

"Students engage in a facility management simulation exercise in which management theory and practice are merged in this class. Objectives, several prerequisites, reading assignments, course requirements, grading, and the activity schedule are included.

Internship in Rehabilitation Administration (Rehabilitation 581 B)

Wainwright, Clinton O.

1982, 2 p.

Upon satisfactory completion of all course work for the Master of Science degree in Rehabilitation Administration, each student participates in a supervised internship in a rehabilitation facility as a Workshop Supervisor. The exercise requires full 40-hour weeks for 16 weeks. Course requirements are explicit, and the Evaluative Procedures indicate that the facility supervisor renders the final evaluation on students' performances.

BASIC ISSUES

Code: PRO ED 2

Cost: \$4.00

Vocational Rehabilitation, Basic Issues Packet

1984, 101 p.

Courses and classes presenting basic issues, foundations, and the philosophy of counseling are described in this packet.

ARIZONA

University of Arizona

Principles of Rehabilitation (Rehabilitation 500)

Downey, Bill; Ph.D., C.R.C.

1984, 4 p.

This course outline includes a description; course objectives; requirements/grading, including specific instructions regarding a position paper; a tentative class schedule; a list of major rehabilitation journals; and a format for the required critiques of research articles.

COLORADO

University of Northern Colorado

Introduction to Rehabilitation Counseling (HRS 590)

n.d., 3 p.

The learning activities and objectives for three units of study are enumerated. The primary course competency and evaluation are also described.

FLORIDA

Florida State University

Principles and Practices of Rehabilitation Counseling (EGC 5065)

Patterson, Jeanne Boland; Ed.D.

1984, 3 p.

Student competencies are explicitly stated, and the learning experiences/course requirements are described. A unique requirement is the comprehensive analysis of a community service agency in terms of seven key points. A reading log is also required. The class schedule identifies text chapters for specific days' topics, and sign-up times are provided to "tape dates."

ILLINOIS

Southern Illinois University

Introduction to Rehabilitation (REHB 400-1)

Riggar, Dr. T. T.

1983, 2 p.

Examinations, a field trip, and daily attendance comprise the criteria by which students are evaluated in this basic course.

IOWA

University of Iowa

Introduction to Rehabilitation Services (7C:241)

Roberts, Ralph

1983, 2 p.

Five major topics of discussion are used to achieve the general objective of the course: scope of the current rehabilitation scene; development of the rehabilitation movement; delivery of services; counselor's role; and professionalism in rehabilitation. A text and five suggested readings are cited.

University of Iowa, continued
Rehabilitation Counseling (7C:242)
Roberts, Ralph
Spring 1984, 2 p.

This course focuses upon counseling as an interpersonal helping activity and utilizes discussion to help class members identify and evaluate various factors that are relevant, present, and critical in the counseling process.

KENTUCKY

University of Kentucky
Principles of Rehabilitation Counseling (RC 520)
Crystal, Ralph M.; Ph.D.
1983, 3 p.

Objectives are written in terms of the skills students will be able to demonstrate upon completion of the class (Mager). Topics and reading sources are outlined, and the two major assignments are identified and described.

MICHIGAN

Michigan State University
The Counseling Process (CEP 840D)
n.d., 1 p.

Course objectives, topics of discussion, evaluation criteria, and the text are listed on this descriptive sheet.

Introduction to Rehabilitation Counseling (CEP 842A)
n.d., 2 p.

This outline names the primary objective, topics of discussion, evaluation criteria, course materials, and class procedures (format). Included is the list of courses required to earn a Master's Degree in Rehabilitation Counseling.

MISSISSIPPI

Mississippi State University
History, Philosophy, and Trends in Vocational Rehabilitation (GED 8433)
n.d., 1 p.

The primary component of this outline is the list of topics for discussion for which the preparatory readings are designated.

OHIO

Ohio State University
Rehabilitation Counseling II (Ed Sp Sv 862)
Leclair, Steven; Ph.D.
n.d., 6 p.

Topics addressed in this course include case management, delivery systems, counseling models, and the assessment of program effectiveness. A selected bibliography completes the course outline.

Basic Counseling Skills Laboratory (Ed Sp Sv 978)
n.d., 2 p.

The laboratory, an experientially-based introduction to counseling, features intensive training in interviewing skills and a wider focus upon all basic skills needed by prospective counselors.

Ohio University

Foundations of Rehabilitation Counseling (EDGS 525)

Myers, Jane E.; Ph.D.

1983, 3 p.

The course description, objectives, texts, requirements, and grading comprise the first part of this outline; the class schedule (with topics of discussion and reading assignments) completes it. Student participation in the Ohio Rehabilitation Association is encouraged as the class is dismissed at that time.

PENNSYLVANIA

University of Pennsylvania/Scranton

Rehabilitation Services and Issues (RC 301)

Szuhay, J. S.; Ph.D.

n.d., 22 p.

Numerous recommended texts supplement the basic text. The course content includes seven major areas, and the outline includes "Notes" which identify definitive references. A syllabus outlines the 16 lessons of the course and provides introductory notes and student exercises for each. A five-page bibliography cites books and journals suggested for supplementary reading.

TEXAS

North Texas State University

Rehabilitation Foundations (RHAB 504)

Evenson, Tom; Ph.D., C.R.C.

1983, 4 p.

Nine objectives are identified, and six rehabilitation journals are listed as the sources of supplemental readings. Course requirements include a team (two-three students) presentation, a team debate, and a position paper. The final page is a tentative class schedule.

WASHINGTON

Seattle University

Principles of Rehabilitation (RHB 500)

Afanador, Joe; Hutch Haney; John Thompson

1983, 3 p.

Eight objectives are followed by a schedule detailing topics and naming the instructors for the fall session. Requirements, grading, and a one-page bibliography complete the outline.

Rehabilitation Counseling Process (RHB 510)

Afanador, Joe ; John Thompson

1984, 2 p.

Course objectives, a course outline, and a tentative schedule (including specific assignments and evaluations) are included in this brief outline.

WASHINGTON, DC

Gallaudet College

Introduction to Rehabilitation (CO 713)

Danek, Marita; Ph.D.

1983, 5 p.

The processes by which students achieve the objectives include presentations by the instructor, practitioner/experts, and themselves. The topical outline specifies reading assignments, and the student assignment list describes four activities by which student competencies and student skills are evaluated.

WISCONSIN

University of Wisconsin-Madison

Syllabus for the Introductory Rehabilitation Course in Sixteen Lesson Assignments ... (194-500

n.d., 15 p.

Exercises and discussion based upon the careful reading of Total Rehabilitation (George H. Wright) provide the basis of this introductory course. The syllabus provides the outline to be used by the class, and an Appendix supplies the key to the specific source of exercise items.

University of Wisconsin-Milwaukee

Introduction to Rehabilitation Counseling (265-601)

Sauerbert, Villia; M.S., C.R.C.

1984, 14 p.

Goals, the text, readings, and assignments are listed in this outline. A mini-paper, exams, and a final project paper are among the assignments. Instructions regarding the papers are provided. The outline includes the dates, topics, and suggested readings.

Also included are papers outlining "Basic Concepts and Philosophy" (6 pages) and a "Take Home Job Placement Exercise" (3 pages), the latter utilizing a placement case summary.

CASE MANAGEMENT

Code: PRO ED 3

Cost: \$.75

Vocational Rehabilitation, Case Management Packet

1984, 15 p.

Classes which focus upon case management are described with brief annotations.

COLORADO

University of Northern Colorado

Rehabilitation Case Management (HRS 510)

n.d., 3 p.

Two major units comprise this course: case recording/documentation and case management. The primary competency for each is stated; course objectives and learning activities are enumerated. Five items form the basis of each student's final evaluation.

KENTUCKY

University of Kentucky

Case Management in Rehabilitation Counseling (RC 610)

Crystal, Ralph M.; Ph.D.

1984, 3 p.

This course emphasizes the principles of helping disabled people within the rehabilitation process. The class schedule includes specific assignments, and major course assignments are listed.

PENNSYLVANIA

University of Pennsylvania/Scranton

Case Management and Interviewing (RC 302)

William, John M.; D.Ed.

1983, 3 p.

Five primary skills needed by rehabilitation counselors are taught in this class: counseling; interviewing; processing; identifying problems/selecting goals; and implementing strategies of intervention. Specific assignments, evaluations, and a schedule of events are included with the outline.

SOUTH CAROLINA

University of South Carolina/Columbia

Case Management and Community Resources in Rehabilitation (EDRH 766)

Chandler, Anne L.; Ph.D.

n.d., 2 p.

A primary objective is the provision of a systematic model of case analysis and opportunities enabling students to practice skills of analysis/management. After class analyses are made for several weeks, students present their own analyses of individual cases. Five activities are used to evaluate each student's class performance.

TEXAS

North Texas State University

Rehabilitation Case Management and Reporting (Rehabilitation 505)

Wainwright, Clinton O.

Spring 1984, 4 p.

Procedures and processes used to plan, record, manage, and report vocational rehabilitation cases are taught in this class. (The skills can also be used by other disciplines.) Techniques of working with specific disabilities, management in state-federal programs, and counseling techniques are also included.

CLIENT ASSESSMENT (JOB READINESS)

Code: PRO ED 4

Cost: \$4.75

Vocational Rehabilitation, Client Assessment (Job Readiness) Packet
1984, 117 p.

Papers describing classes offered to train counselor skills in the determination of job readiness of clients are included in this packet. The numbers and varieties of classes offered in this subject area attest to its importance to prospective counselors.

ARIZONA

University of Arizona

Client Assessment in Rehabilitation (Rehabilitation 620)

Tucker, Inez

1984, 6 p.

Contents, topics of study, requirements, and grading are described on the first page. The additional pages describe/define kinds of assessment instruments and the factors which they measure.

COLORADO

University of Northern Colorado

Evaluation Planning and Report Writing in Vocational Evaluation (HRS 615)

n.d., 3 p.

Competencies and the skills needed to achieve them are addressed in this class. Emphasis lies upon the recognition of significant behaviors, clinical interpretations, and the composition of accurate, "effective" reports. Eight titles are suggested for additional required reading.

Assessment Evaluation of the Handicapped (HRS 620)

n.d., 3 p.

Learning objectives and learning activities are enumerated for four specific competencies regarding statistical concepts and the use of specific instruments.

Principles of Vocational Evaluation (HRS 621)

Cronin, Dr. John

1984, 4 p.

An extensive learning activities list identifies the means by which students will reach the objectives leading to the primary competency (goal) of the class. The basis of evaluation and a selected bibliography conclude the outline.

Advanced Seminar: Individual Assessment for Vocational Evaluation (HRS 672)

n.d., 3 p.

The suggested learning activities of ten sessions address five learning objectives leading to advanced skills in the administration of psychological tests for individual assessment in vocational evaluation.

McCarron-Dial Work Evaluation System (MDWES) (HRS 673)

n.d., 5 p.

Students interested in the neuropsychological aspects of human assessment may study this battery of tests designed specifically to assess aptitudes and traits of prospective adult workers who are mentally disabled. Unit competencies are specific in regard to brain function. A one-page bibliography concludes the paper. (The administration of the MDWES is taught through a practicum.)

ILLINOIS

Southern Illinois University

Assessments (REHB 431)

Gardner, Dr. Margaret

n.d., 2 p.

The partial outline of a class in psychological measurements is presented in this paper. Students both take and administer the batteries and inventories they study. Interpretation (written) is also covered.

Vocational Appraisal (REHB 533)

n.d., 2 p.

This outline was prepared by the late Dr. R. J. Baker. It specifies objectives, laboratory requirements, and course assignments. Texts, quizzes, and grading are also identified/described.

Behavior Observation Methods (REHB 535)

Greene, Brandon; Ph.D.

1982, 8 p.

The course description includes the introduction, texts and readings, materials needed, outline/requirements, quizzes/exams, exercises, field practice, due dates of reports, and point distribution/grade equivalence. The assignment schedule includes the topic of the day and the reading assignments. Added to the outline are the "Guidelines for Writing Observational Recording Reports."

Individual Assessment Procedures in Rehabilitation

Nichols, Bettye; Ph.D.

n.d., 5 p.

A course to familiarize students with the selection and administration of assessment tools appropriate in the evaluation and placement of disabled clients, it also features micro-teaching to enable each student to critique his/her own performance with a "client." The course sequence, objectives, and informational notes important for the successful completion of the class are included.

IOWA

University of Iowa

Assessment of Special Populations (7C:210)

Maki, Dennis R.; Ph.D. and Wayne Bowers

1984, 6 p.

The general outline and proposed schedule are complemented by a four-page list of references citing printed measurement resources.

KENTUCKY

University of Kentucky

Vocational Evaluation and Work Adjustment for the Severely Disabled (RC 620)

Auenshine, Dwight; Ph.D.

n.d., 2 p.

Textbooks, reading assignments, and general course information (exams, term project, field trips, and grades) are provided in this course outline.

MARYLAND

University of Maryland

Vocational Evaluation (EDCP 668)

Power, Paul W.; Sc.D.

1983, 5 p.

University of Maryland, continued

Objectives assist students to understand the rationale and use of specific tools to assess the vocational readiness of severely disabled populations. Included in the outline are a Content Summary, Class Outline, list of Required Tasks, Evaluation chart, and a self-evaluation form on which each student critiques the results of tests administered/evaluated to/by himself/herself and shares a brief personal history.

MICHIGAN

Michigan State University

Assessing Vocational Potential (CEP 842C)

n.d., 1 p.

This brief outline lists course objectives, four major topics to be discussed, evaluation criteria, and the course materials.

Vocational Evaluation in Rehabilitation (CEP 842G)

n.d., 1 p.

Seven objectives are framed in this outline which also includes the course description, student evaluation, and chief resource (textbook).

Standardized Tests and Testing Programs (CEP 401)

n.d., 1 p.

Four basic areas are presented in this course outline of testing programs: objectives, topics, evaluation criteria, and course materials.

MISSISSIPPI

Mississippi State University

Introduction to Vocational Evaluation/Assessment (COE 8653)

n.d., 3 p.

Informal and formal techniques of vocational assessment are taught in this course. Student responsibilities and grades are defined, and a full page of suggested readings is included.

Work Samples in Vocational Assessment (COE 8663)

n.d., 5 p.

The development of student skills in the use of commercial work sample systems and the interpretation of their results is the focus of this course. Student responsibilities and grades are stated explicitly, and a tentative schedule is included.

PENNSYLVANIA

University of Pennsylvania/Scranton

Human Assessment (RC 321)

Chiampi and Harvey, Drs.

n.d., 2 p.

The course schedule reflects the team teaching of two professors who provide an overview of standardized evaluation methods/measures commonly used in rehabilitation psychology.

TEXAS

North Texas State University

Introduction to Assessment and Evaluation Techniques (Rehabilitation 541A)

Richardson, Bill; Ph.D.

n.d., 5 p.

"This course provides an introduction to measurement concepts and study of procedures used in systematic appraisal of youth and adults who manifest handicapping conditions." Objectives, content, requirements, and evaluation are stated. Descriptions of three projects for units of study are given. Additional requirements are explained: participation, reading reserved materials, use of Resource Test File in the Vocational Rehabilitation Center, observance of confidentiality and assurance of security of test information, involvement in out-of-class experiences, and scheduling of conference with instructor. Collaboration by students to achieve class objectives is encouraged.

Vocational Evaluation Systems (Rehabilitation 542)

Wainwright, Clinton O.

1984, 3 p.

Five texts provide the basic study materials of this course; they are supplemented by four other titles. Course objectives and requirements are stated. The Course Schedule cites the reference source for each session's topic of discussion and/or project.

Interpretation and Use of Vocational Evaluation Data (Rehabilitation 543)

Wainwright, Clinton O.

1984, 2 p.

For this short summer session course, five major activities are used to teach a systematic information gathering process for data collection. Interpretation, report writing, and the preparation of placement documents are also included.

Advanced Vocational Evaluation and Assessment Techniques (Rehabilitation 544)

Wainwright, Clinton O.

1984, 2 p.

Four course requirements merit 25% each of the evaluation (grading) of each student in this class. The course schedule features student presentations for four successive class sessions.

WASHINGTON

Seattle University

Vocational Diagnosis (RHB 505)

Anastasi, Anne

1983, 2 p.

The course outline, objectives, student responsibilities, and evaluation components are identified in this paper.

Intelligence Testing (RHB 513)

Afanador, Joe

1983, 2 p.

The administration of WAIS/WISC-R tests, required reports and protocols, and examinations concluding with oral questioning are featured in this course outline.

WASHINGTON, DC

Gallaudet College

Principles of Assessment in Counseling (CO 748)

1983, 4 p.

The introduction of counseling students to primary techniques used in the evaluation of children and adults is the focus of this course. Five objectives are specified, and two major learning experiences are described. An innovative feature is the use of an informal Friday seminar to enable class members to meet regularly each week to discuss topics under consideration.

Vocational Diagnosis and Placement (CO 761)

1983, 17 p.

In addition to information generally provided about courses, including a tentative class schedule, this outline includes an extensive 12-page bibliography useful to other instructors of similar classes.

WISCONSIN

University of Wisconsin-Madison

Assessment of the Handicapped (194-340)

Berven, Norm

1982, 9 p.

A core course in the graduate program, this class includes six specific objectives which focus upon the selection of appropriate assessment devices and their interpretation. Organization of the course includes classroom activities, laboratory activities, and examinations. A tentative schedule and a five-page reference bibliography are included with the outline.

National Rehabilitation Association

"A Systems Approach to Vocational Assessment"

Maki, Dennis R.; Ph.D. et al.

(Journal of Rehabilitation, 45 (1), January/February/March 1979, p 48-51.)

The individualization of services is a basic component of the vocational rehabilitation process which includes intake, assessment, and service outcomes. This article describes a systems approach to assessment and provides guidelines for the collection of information upon which to base the written plan. A diagram of a model Services Delivery System identifies key steps and points.

MEDICAL/PSYCHO-SOCIAL ASPECTS

Code: PRO ED 5

Cost: \$8.25

Vocational Rehabilitation, Medical and Psycho-Social Aspects Packet
1984, 205 p.

Besides the descriptions of classes offered in medical and psychosocial aspects (including papers shared at the NCRE retreat in Atlanta, GA, and those sent directly to the National Clearing House), this packet contains a Summary of Course Descriptions of the outlines shared in Atlanta. Marita M. Danek, Ph.D., Gallaudet College, compiled the data detailing the classes of 13 universities and/or colleges. Institutions, courses, texts, recommended readings, objectives, competencies, topical areas, evaluation, and special student projects are described.

ARIZONA

University of Arizona

Psycho-Social Aspects of Disability (Rehabilitation 412E)

Organist, Jim; Ph.D.

Summer 1984, 4 p.

Course objectives clearly delineate the skills students are expected to acquire in the course. Evaluation/grading and texts are identified. Following the Daily Schedule is the outline for the major project, a disability simulation exercise and paper.

Medical Aspects of Disability (Rehabilitation 510)

Downey, Bill; Ph.D.

1984, 9 p.

Objectives, assignments, examinations, and a tentative class schedule comprise the first part of this outline. Two Appendices provide helpful medical terminology, abbreviations often used on charts, and symbols denoting medical terms.

COLORADO

University of Northern Colorado

Psycho-Social Aspects of Disability (HRS 592)

n.d., 2 p.

Three units address the competencies, learning objectives, and learning activities identified for this course: knowledge of normalcy/deviance and their impact; knowledge of physically disabling conditions; and knowledge of psychologically disabling conditions.

Medical Aspects of Disability (HRS 593)

n.d., 2 p.

Competencies, learning objectives, and learning activities for two units of study are identified.

Sexuality and Disability (HRS 662)

n.d., 2 p.

Learning activities include an assignment to establish a counseling relationship with a disabled person and to keep a log based upon sessions held weekly for at least a six-week period. A research paper is also required for this class.

FLORIDA

Florida State University

Medical Aspects of Rehabilitation (EGC 5376)

Burkhead, E. Jane

1983, 2 p.

The four main points include a course description, objectives, requirements, and grading.

GEORGIA

Georgia State University

Medical Aspects of Disabilities (CPS 841)

Stanojevich, Boris

1984, 4 p.

Goals, text, requirements, and evaluation are outlined. Specific information is provided regarding a field visit, a research paper, quizzes and the final examination, references, and guest speakers. A Student Questionnaire enables the instructor to get better acquainted with the members of his/her class.

Psycho-Social Aspects of Disability (CPS 842)

Stanojevich, Boris

n.d., 1 p.

The textbook, other readings, two primary requirements, and tentative schedule are outlined in this paper.

ILLINOIS

Illinois Institute of Technology

Medical and Psychosocial Aspects of Disability I (Psychology 567)

Heinemann, Allen; Ph.D.

1982, 2 p.

The class outline identifies texts, suggested readings, objectives, organization, evaluation, and the tentative schedule of topics. Detailed explanation is provided regarding the paper that each student is to write, and an initial assignment requests that each student share his/her reasons for enrollment in the class, his/her experiences, and his/her professional goals.

Medical and Psychosocial Aspects of Disability II (Psychology 568)

Heinemann, Allen; Ph.D.

Spring 1983, 2 p.

Following the class outline and required texts are the course objectives, course assignments (including a list of potential term paper topics), and the description of a sexuality workshop available to students in a specific semester.

Southern Illinois University

Individual and Family Lifestyling (REHAB 453)

Allen, Harry A.; Ed.D. et al.

Spring 1983, 6 p.

The ultimate goal of this class is to enable the students to apply basic lifestyle principles and programs to their own lives and to those of the clients with whom they work. Assessment and grading are fully detailed in this outline. Topics for each class session are identified, and two pages of readings (some required, most suggested) are included.

Southern Illinois University, continued

Medical and Psycho-social Aspects of Disability (REHAB 513)

Falvo, Donna; R.N., Ph.D.

1983, 6 p.

The outline of this class identifies the textbook, requirements, grading scale, course competencies, guidelines for student presentations, a tentative class schedule, and a rating sheet by which peers can evaluate the presentations of their classmates.

Human Sexuality in Rehabilitation (REHAB 568)

Rubin, H.B.

n.d., 2 p.

This paper outlines four major topics to be studied and lists the texts.

Seminar on Correlations of Disability (REHAB 587)

Allen, Harry; Ph.D.

n.d., 8 p.

Using a seminar format, this course enables students to associate psycho-social and behavioral correlates with various disabling conditions. Suggested readings and information sources are provided to prepare students to discuss specific topics on selected dates as identified in the Course Topical Outline. Tasks and grading are described; an evaluative sheet for use by peers to rate student manuscripts is included.

IOWA

University of Iowa

Medical Aspects of Disability (7C:247)

Maki, Dennis R.; Ph.D.

1982, 15 p.

With the general course guide there is a tentative class schedule. Of particular assistance are the mini-dictionary of medical terminology (root words relative to organs, tissues, colors, body parts, and prefixes); medications (commonly used abbreviations, drug categories and effects, and drug information resources); a Physician's Desk Reference (PDR) Exercise; case study; and Functional Limitations list.

Seminar: Psychological Aspects of Disability (7C:342)

Roberts, Ralph; Sharon Van Meter

Fall 1983, 2 p.

Objectives, activities, and responsibilities are identified, and readings include a list of suggested paperbacks.

KENTUCKY

University of Kentucky

Medical Knowledge for the Social Professions/Medical Aspects of Disability (SW 512/RC512)

Witten, Barbara; Ph.D. and Fifi Aly

1983, 4 p.

The general course outline includes the name of the text, objectives, and evaluation, and the paper also contains a topical schedule which reflects a marked emphasis upon the use of experts for presentations regarding specific medical issues, field, and disabilities. (The proximity of the University Medical Center facilitates the use of this format.)

University of Kentucky, continued

Psycho-Social Impact of Disability (RC 530)

Witten, Barbara; Ph.D.

Spring 1983, 3 p.

Attention is focused upon the impact of a disabling condition, not only upon the individual and society, but particularly upon other family members. One basis for student evaluation is the recording of a "family log." Recommended readings and the schedule of classes complete the outline.

MARYLAND

University of Maryland

Role of Family in Rehabilitation (EDCP 789 M)

Power, Paul W.; Sc.D.

Spring 1984, 7 p.

A "content summary" is provided with the outline of objectives and procedures. The class format and information about a project paper provide important reminders. Two charts give an Overview of (the) Family Course and the Role of Family in Rehabilitation.

MICHIGAN

Michigan State University

Medical Information for Human Service Professionals (CEP 829)

n.d., 2 p.

Course objectives, topics of discussion, evaluation criteria, and class materials are identified in this paper.

Psycho-Social Aspects of Disability (CEP 882)

n.d., 1 p.

Course objectives, topics of discussion, evaluation criteria, and course materials are enumerated in this class outline.

MISSISSIPPI

Mississippi State University

Medical Information for Rehabilitation Counselors (GED 8443)

1978, 6 p.

The day-by-day course outline identifies specific reading assignments, and a schedule for audio-visuals and lecture-labs is provided. Course objectives are specified in terms of student knowledge and skills; assessment methods are explicit. The grading procedure (dates) is shown, and a list of texts concludes the outline.

NEW YORK

State University of New York (SUNY)/Buffalo

Medical Aspects of Disability (CHS 636)

Kauppi, Swight R.; Ph.D.

n.d., 6 p.

Students completing this course "should have an increased understanding of the medical services 'industry,' an introduction to the functioning of the 'normal' body, and a knowledge of how that functioning is changed by disability." Behaviors expected of class members are listed. Procedures and presentations are explained. Added to the course outline is a paper, "Suggestions for Preparing Medical Aspects Presentations" and an Evaluation Form used to critique the Medical Aspects Student Presentation(s).

OHIO

Kent State University

Psycho-Social Impact of Disability (CPSE 67725)

Fall 1983, 5 p.

Following brief statements regarding the course goal and strategies are text titles and two pages of reserve references. Objectives, requirements, and a tentative schedule complete the outline.

Ohio State University

An Orientation to Disabling Conditions (Ed Sp Sv 791)

Leclair, Dr. Steven

n.d., 3 p.

Particularly helpful in this course description are the Outline of Topics and a Selected Bibliography.

Reactions and Adjustments to Disability (Ed Sp Sv 864)

Growick, Bruce; Ph.D.

n.d., 2 p.

Purpose, objectives, course content, texts (required and suggested), and assignments are listed in this course outline.

Ohio University

Medical Issues in Rehabilitation (EDGS 526)

Myers, Jane E.; Ph.D.

1984, 3 p.

Included in this outline are the course description and objectives, required and recommended supplemental reading, course requirements, grading, and a class schedule featuring experts lecturing about specific medical issues and disorders.

Psychosocial Aspects of Disability

Myers, Jane E.; Ph.D.

1984, 2 p.

Attention is drawn to course requirements and due dates of specific assignments, and a course schedule is provided.

PENNSYLVANIA

University of Pennsylvania/Scranton

Addictions (RC 311)

Williams, John M.; D.Ed.

1984, 3 p.

Ten items compose this outline: purpose, objectives, text, supplemental readings, activities, assignments, grading, additional readings, hours of course involvement (suggested time management plan), and the schedule of events.

Medical and Psycho-social Aspects of Severe Disability (RC 312)

Szuhay, J. A.; Ph.D.

n.d., 28 p.

One page explains the objectives, text, procedures, assignments, and tests. The subsequent pages provide the course content -- a syllabus with specific issues identified and a three-page reference list. Topics of study include: The Problem; Amputations; Arthritis; Blindness and Visual Impairment; Cardiovascular Disease; Cerebral Palsy; Deafness and Hard of Hearing; Diabetes Mellitus; Epilepsy; Neurological Disorders; Orthopedic Disorders; Pulmonary Diseases; Renal Failure; Speech and Language Disorders; and Spinal Cord Conditions.

University of Pennsylvania/Scranton, continued

Psychiatric Disorders (RC 313)

Decker, Barbara Brundige

1984, 2 p.

Objectives; textbooks; procedures; assignments; tests, papers, and evaluations; and the daily schedule of class content compose this course outline.

SOUTH CAROLINA

University of South Carolina/Columbia

Disability and Sexuality (EDRH 525)

Chubon, Robert; Ph.D.

n.d., 2 p.

For this summer course of eight weeks, the term paper topic is assigned: a personal assessment of the prevailing sexual attitudes in South Carolina. In addition to course objectives and evaluation, the topical class outline with reading assignments is included.

TEXAS

North Texas State University

Medical and Psychiatric Aspects of Rehabilitation (Rehabilitation 535)

Wainwright, Clinton O.

1983, 3 p.

Three student responsibilities are specified in this course outline which also describes the class, lists the texts, enumerates the objectives, explains the grading system, and provides a schedule of dates, topics, and references.

WASHINGTON

Seattle University

Psycho-Social Aspects of Disability (RHB 501)

Haney, Hutch

Spring 1984, 3 p.

Each student in this class must prepare a paper related to a psychological or social reaction to being ill, injured, or disabled or relevant to the effect or phenomena associated with illness, injury, or disability. The goal is of "publishable quality." A course outline is also included with this paper.

Medical Issues (RHB 503)

Thompson, John K.

1984, 2 p.

The objectives, schedule, evaluation, and grading are outlined; information about required student projects is provided.

WASHINGTON, DC

Gallaudet College

Medical and Case Practices in Rehabilitation (CO 726)

Wax, Teena M.; Ph.D.

1983, 10 p.

General information, a tentative class schedule, texts, specific reading assignments, site visits and project outlines, and an extensive list of local resources for learning enhancement comprise this course outline.

Gallaudet College, continued

Medical and Case Practices in Rehabilitation (COU 726)

McCrone, William P. Ph.D.

1984, 12 p.

Course objectives, CORE competencies, and activities by which students may achieve them are carefully outlined. Several pages of recommended texts and bibliographic references for specific disabilities conclude the paper.

WISCONSIN

University of Wisconsin-Madison

Rehabilitation Psychology-Medical Aspects (194-550)

Wright, George M.; Ph.D.

1982, 6 p.

Course objectives, operations, and evaluation are described in the first part of the paper. Topics for discussion are cited by chapter and page, and the lecture schedule reveals the appearance of notable guest speakers in the latter part of the outline.

Psychosocial Aspects (194-560-9)

Ostby, Steve

n.d., 4 p.

Course requirements include readings, quizzes, a paper on the literature related to one of three topics, a brief oral presentation of the paper, and a final examination (optional). The tentative schedule, reading assignments, reserve texts/major relevant journals, and project guidelines are also included with this outline.

University of Wisconsin-Milwaukee

Medical Information for Rehabilitation Counselors (265-702)

Meyer, Ann B.; Ph.D.

1984, 6 p.

An important explanation of the "Purposes of the Course" precedes the Topical Outline of Disabilities and the class schedule. The agenda of each session identifies its leader, topics of discussion, and the assignment which readies one for participation in the class. Text titles, recommended reading, and grading standards conclude the outline.

PLACEMENT

Code: PRO ED 6

Cost: \$5.75

Vocational Rehabilitation, Placement Packet

1984, 141 p.

Courses designed to assist prospective counselors in the development of the skills needed to market the abilities of their clients are addressed in the classes described in this packet. Several feature the extensive use of the Dictionary of Occupational Titles; others focus upon the economy and employment possibilities of local regions. Of particular note is the paper prepared at the Michigan State University, "Training in Employer Development and Vocational Placement," as it presents the rationale for the revision of the rehabilitation education program at that institution.

COLORADO

University of Northern Colorado

Vocational Development and Job Placement (HRS 595)

Cronin, Dr. John

1984, 4 p.

Units which comprise this course include an Overview of the U.S. Employment Service, the Role of Vocational Psychology in Manpower Development, Vocational Assessment Systems, Theories of Vocational Choice, Specific Training/Placement Techniques, Teaching Clients Job Seeking Skills, and Methods of Situational Assessment. Objectives and activities are enumerated.

Job Development and Analysis in Vocational Rehabilitation (HRS 596)

Wolfe, Dr. R.

n.d., 2 p.

Using the Dictionary of Occupational Titles 1977, as the required text, this course focuses upon Job Seeking Skills and Job Development. Additional readings are selected from two other volumes.

FLORIDA

Florida State University

Placement Methods and Techniques (EGC 5375)

McMahon, Brian T.

1984, 2 p.

Texts, objectives, a tentative agenda, and assignments/evaluation are listed in this outline.

ILLINOIS

Southern Illinois University

Vocational Development and Placement (REHB 421)

Vieceli, Louis

1983, 3 p.

Course objectives, a list of sample student projects, grading information, and a schedule of sessions are included in the outline of this class.

Job Restructuring for the Handicapped (REHB 523)

Vieceli, Louis

1982, 1 p.

Rehabilitation engineering and job coaching are among the topics addressed in this eight-session summer course.

Southern Illinois University, continued
Seminar in Job Development and Placement (REHB 586)
n.d., 2 p.

Presentations reflecting current, relevant issues in placement are planned for this course: placement models, personnel and labor management with industry enclaves, economics, employer services, and miscellaneous topics, including legal and ethical concerns.

IOWA

University of Iowa
Job Development, Placement and Follow-Up (7C:341)
Roberts, Ralph
1984, 10 p.

Course objectives are enumerated, and a list of recommended readings is provided. Additional pages detail "The Biggest Mistakes Counselors Make in Employer Contact," an "Employer Interview Form," DOT Exercises, and a sample Final Exam for the course.

KENTUCKY

University of Kentucky
Placement Services and Techniques with the Severely Disabled (RC 630)
Crystal, Ralph M.; Ph.D.
1983, 3 p.

Fourteen skills constitute the objectives outlined for students to acquire in this course. The tentative schedule and the reading and special assignments are outlined to assist learners as they develop skills needed for successful placements in varieties of settings.

MARYLAND

University of Maryland
The Placement Process in Rehabilitation (EDCP 668)
Power, Paul W.; Sc.D.
1982, 8 p.

A complete course outline is supplemented with explanations of required special assignments (exercises) described in the paper. Employer contact is one component of the course, and a form is provided to outline summaries of the visits.

MICHIGAN

Michigan State University
Overview of Rehabilitation Placement (CEP 842B)
n.d., 1 p.

Practices and activities of placement in the VR process; laws impacting upon placement; roles of client, counselor, and employer; and ways to determine client job readiness are taught in this class.

Assessing Employer Needs (CEP 842D)
n.d., 1 p.

Marketing strategies identifying employer needs and employer requirements/benefits mandated (federally) in the early 1970s are basic in the design of this course. Six major discussion topics are identified.

Michigan State University, continued

Employer Development and Vocational Placement Training Program (Master's Degree Course Description Brochure)

1982, 26 p.

This paper outlines the two-year program whereby students of Rehabilitation Counseling earn Master's Degrees at Michigan State University. Courses are listed as well as objectives, topics, evaluation criteria, materials (both required and optional), and, in some instances, the class format. Relevant electives and internship sites are also identified. Rehabilitation educators considering changes in their courses might wish to peruse this paper.

Training in Employer Development and Vocational Placement

1982, 28 p.

Written specifically in reference to rehabilitation training needs and programs in Michigan, this report provides the rationale for proposed revisions in the Rehabilitation Counselor Training Program at MSU. The "Evidence of Need" is established, and the succeeding sections present the "Nature and Scope of the Curriculum," "Organization and Plan of Operation," "Results or Benefits to be Achieved," "Evaluation Procedures and Plans," and the "Relevance to the State/Federal Rehabilitation Service Program."

MISSISSIPPI

Mississippi State University

Placement Services and Techniques (COE 8333)

n.d., 2 p.

"This course is designed to give information and skills concerning effective design and implementation of job placement services with special emphasis on working with persons with special needs -- handicapped and disadvantaged."

One text is the Job Placement Handbook for Counselors in Mississippi.

NEW YORK

New York University

Developing Placement Leads (E49.2091)

Ellien, Valerie

1983, 5 p.

Nine behavioral objectives identify the skills to be acquired by students.

Course materials, evaluation criteria, the course schedule, topics and guidelines for the required research paper, and reading assignments are also outlined.

PENNSYLVANIA

University of Pennsylvania/Scranton

Vocational Development, Counseling, Evaluation, Job Development and Placement (RC 321)

Szuhay, J. A.; Ph.D.

n.d., 20 p.

The class schedule precedes the objectives, materials, procedures, assignments, evaluation, course content, and an extensive bibliography (11 pages). Student study guides (five pages) identify major issues and direct attention to important questions. General issues identified in Chapter 40 of the text are framed to permit debate by class members.

SOUTH CAROLINA

University of South Carolina/Columbia
Occupational Analysis and Placement (EDRH 764)
Chandler, Dr. Anne
n.d., 5 p.

The use of occupational information and techniques to place rehabilitated clients are among the objectives of this class. Course requirements, evaluation/grading, and extra credit options are outlined. Among required exercises are four job analyses and a placement paper.

TEXAS

North Texas State University
Job Placement Theories and Methods (Rehabilitation 541-C)
Miner, Ken
1983, 10 p.

Nine areas in which students are to demonstrate knowledge are listed; evaluation and grading are explained. Each student is required to implement a special placement project. The Course Outline identifies the topic of each session, learning activities, and reminders regarding the project. Sample examination questions, pages for the project proposal (including guidelines), class assignments, and specific reading assignments complete the outline.

WASHINGTON

Seattle University
Seminar in Job Placement (RHB 504)
Afanador, Joe
1984, 2 p.

Among the six items comprising the exercises upon which class members are evaluated is an autobiography. Topics of discussion and reading assignments are outlined for the weekly sessions of the class.

WISCONSIN

University of Wisconsin-Madison
Job Placement of the Handicapped (194-660)
Lustig, Paul
1982, 2 p.

Similarities and differences in the placement of non-disabled and disabled persons and the skills and knowledge needed to work effectively with vocationally handicapped populations are examined in this course. Seven topics are addressed in this summer session with an emphasis upon the marketing aspects of job placement.

University of Wisconsin-Milwaukee
Occupational Adjustment for Specific Disabilities (265-703-001)
Klein, Michael; Ph.D.
n.d., 4 p.

The course overview indicates that both didactic and experiential activities are used to assist the student to gain experience in vocational assessment, occupational adjustment, and job development/placement. Course requirements are explicit, and class members are strongly urged to take the General Aptitude Test Battery. The semester course is divided into four major units of study.

PRACTICUM/INTERNSHIP

Code: PRO ED 7

Cost: \$2.75

Vocational Rehabilitation, Practicum/Internship Packet

1984, 64 p.

Classes of study providing pre-practicum experiences are included with these papers which describe the requirements of practicum experiences and internships. Handbooks and field manuals are cited elsewhere in this document.

ARIZONA

University of Arizona

Internship (Rehabilitation 693)

1982, 14 p.

Requirements for an internship are delineated as are the responsibilities of the cooperating agency. Specific criteria for success in the experience (and for evaluation) are identified in five areas, including the establishment of effective relationships with both clients and other professionals. Policies differentiating levels of performance required of Master's Degree and Doctoral candidates are included.

Supervised Practice in Rehabilitation (Rehabilitation 694)

Downey, Bill; Ph.D.

Spring 1982, 7 p.

General course objectives, general learning tasks and class procedures are outlined in this paper. Also presented are specific learning tasks and evaluation criteria. Three Appendices provide a Counseling Session Critique Form, a Practicum Log, and a set of "Basic Level Rules."

ILLINOIS

Illinois Institute of Technology

Practicum in Rehabilitation Counseling (Psychology 549)

Geist, Glen; Ph.D.

Spring 1983, 2 p.

This practicum includes a two-days-per-week placement in a facility and a two-hour session each week with the instructor. Case presentations and a tape of a counseling session are among requirements. A class schedule is included.

Pre-practicum in Rehabilitation Counseling (Psychology 557)

Heinemann, Allen; Ph.D.

n.d., 2 p.

Course objectives, course activities (including visitation of several rehabilitation agencies), an "initial assignment" in which one expresses his/her motivation for enrolling in rehabilitation counseling, and a schedule are included in this outline.

IOWA

University of Iowa

Supervised Practice in Rehabilitation Procedures (7C:351)

Supervised Field Work: Rehabilitation Procedures (7C:352)

Maki, Dennis R.; Ph.D.

n.d., 6 p.

University of Iowa, continued

The purpose and requirements are followed by a list of areas of competence from which each student with assistance from the university supervisor and agency supervisor formulates his/her personal objectives for the clinical experience. Each student is asked to articulate a Personal Philosophy of Counseling. A Planning Guide for Counseling Sessions and a list of Guidelines for Tape Review are also provided.

KENTUCKY

University of Kentucky

Practicum (RC 710)

Crystal, Ralph M.; Ph.D.

Fall 1983, 2 p.

The practicum provides a field experience in which students try to apply their understanding of precepts taught in the classroom. Counseling tapes, systematic monitoring reports, and client reports constitute major assignments.

Internship (RC 720)

Crystal, Ralph M.; Ph.D.

1984, 2 p.

Specific course requirements and assignments are listed as well as the due dates of self-monitoring reports, counseling tapes, and client reports.

MICHIGAN

Michigan State University

Rehabilitation Counseling Practicum (CEP 840F)

Rehabilitation Internship (CEP 842J)

The practicum requires counseling experiences in a rehabilitation agency for about 10 hours per week. The internship is a full-time assignment providing an orientation and overview of the operational procedures within one agency.

MISSISSIPPI

Mississippi State University

Practicum in Rehabilitation Counseling (GED 8453)

n.d., 4 p.

A list of requirements, a course outline, and a two-page bibliography are provided for the students of this course.

PENNSYLVANIA

University of Pennsylvania/Scranton

Practicum (RC 341, 342)

Decker, Thomas W.; Ph.D.

1984, 2 p.

Self-evaluation by students of their tapes of counseling activities enable them to critique their skills in the practical application of counseling theories and techniques. (A session with the instructor is also scheduled.) Class discussion reflects the crucial nature of reading all assignments. The class is evaluated on a Pass/Fail basis.

SOUTH CAROLINA

University of South Carolina/Columbia
Supervised Experience in Rehabilitation (EDRH 566)
Chandler, Anne; Ph.D.
n.d., 3 p.

Course requirements include a part-time placement each week for 14 weeks, attendance of all classes, the preparation of a journal, and the successful completion of the final examination. Following the tentative agenda are important reminders regarding professional behavior in practicum assignments.

TEXAS

North Texas State University
Practicum in Rehabilitation (RHAB 581A)
n.d., 2 p.

Selected research publications dealing with each student's area of study comprise the primary text for this course, and additional supplemental readings are listed. The practicum assignment is very briefly described as are the two specific requirements.

Internship (RHAB 581B)
Wainwright, Clinton
Spring 1983, 2 p.

Objectives, specific requirements, and evaluative procedures are listed for this supervised experience, counseling in a private rehabilitation agency.

WASHINGTON

Seattle University
Practicum (RHB 530, 531, 532)
Afanador, Joe
1984, 12 p.

A checklist of activities to be recorded by each student accompanies the Manual which describes various aspects of the class: prerequisites, requirements, class description, objectives, fees, time, evaluation forms, guidelines, observation forms, and consent forms.

WISCONSIN

University of Wisconsin-Madison
Rehabilitation Counseling Techniques (194-810)
Berven, Norman
Fall 1983, 9 p.

This core course focuses upon clinical skills needed to prepare for clinical practice coursework. Two clusters of skills believed necessary for an effective practicum are studied: facilitative communication skills and systematic problem-solving skills. There is a classroom component for the course, and there is also an Observational Practicum. A tentative schedule and six pages of relevant selected references are also included.

Supervised Clinical Practice in Rehabilitation Counseling (PRACTICA 194-860, 194-880, 194-900)
n.d., 3 p.

Objectives address the development of personal counselor skills, especially facilitative interviewing and counseling behaviors. Procedures are explained. A tentative class schedule is included.

University of Wisconsin-Madison, continued

Supervised Clinical Practice in Rehabilitation Counseling (Internship 194-910)
n.d., 2 p.

The syllabus is supplementary to a Guidelines manual used for the course.
This brief outline lists objectives and describes procedures.

University of Wisconsin-Milwaukee

Field Work in Rehabilitation Counseling Syllabus (265-670)

O'Connell, D. D., Ph.D.

1983, 7 p.

Assignments (including the due dates), objectives, and a calendar of class meetings with discussion topics clearly specified comprise the first part of the guide. The second part includes the relevant readings and text assignments which prepare students for class discussion.

RESEARCH

Code: PRO ED 8

Cost: \$2.25

Vocational Rehabilitation, Research Packet

1984, 50 p.

Descriptions of 13 research classes offered by rehabilitation counselor education programs are contained in this packet. Sources include the University of Northern Colorado, Florida State University, Georgia State University, Illinois Institute of Technology, Southern Illinois University, University of Kentucky, North Texas State University, University of Wisconsin-Madison, and the University of Wisconsin-Milwaukee.

COLORADO

University of Northern Colorado

Interpretation and Evaluation of Behavioral Research (HRS 610)

Gay, Dennis A.

Summer 1984, 3 p.

This outline of a summer course lists the learning objectives and activities for five key competencies identified in three units of study. Although the objectives are quite specific, activities are general: read/complete assignments; attend class; take notes.

Advanced Seminar: Rehabilitation Research (HRS 651)

1984, 2 p.

The focus of this research course is the review of current articles appearing in professional journals and reports generated by state and federal agencies and other institutions. The analysis of documents and the implications for the discipline are prime competencies. Objectives, activities, requirements, and the evaluation method are included.

FLORIDA

Florida State University, Tallahassee

Seminar: Research Problems in Rehabilitation (EGC 6916-01-03)

McMahon, Brian T.

1983, 3 p.

Behavioral objectives reflect the need for students to develop skills in reading, analyzing, and incorporating ideas revealed in findings reported in current research. Topics, examinations, and evaluations of assignments are described.

GEORGIA

Georgia State University

Rehabilitation Research and Practice (CPS 703)

Beavers, Carol H.

n.d., 1 p.

This brief outline describes the course and enumerates the course requirements.

ILLINOIS

Illinois Institute of Technology

Rehabilitation Research Seminar (567-3509)

Heinemann, Allen; Ph.D.

1983, 2 p.

Specific weekly assignments, course objectives, and special assignments upon which evaluations are based are included in this brief outline.

Southern Illinois University

Seminar in Research in Rehabilitation (REHB 588)

Hafer, Dr. Marilyn; Dr. Russell Wright

n.d., 4 p.

This course outline includes the objectives, texts, daily assignments, and the point requirements for grades. Students use four principal texts to study four units: review; ANOVA designs; survey research; and multivariate applications.

Research in Rehabilitation (REHB 593)

Cuvo, Dr. Anthony J.

Spring 1983, 7 p.

Research methods pertinent to program evaluation are designed to help students become better consumers capable of critical evaluation and the generation of group design and evaluation studies. Self-study questions are provided for each unit; they cover major points in program evaluation and statistical analysis. Readings, grading, and quizzes are explicit.

Research in Rehabilitation (REHB 593)

Hawley, Irene B.

n.d., 5 p.

Objectives of the course and specific weekly goals are supplemented by an explanation regarding the annotated bibliography, quizzes, and prospectus. Requirements for grades are specified, and a 22-citation bibliography concludes the outline.

Research Design and Methods in Rehabilitation (REHB 596)

Cuvo, Anthony J.; Ph.D. and Dr. Marilyn Hafer

n.d., 7 p.

Team teaching is featured in this SIU research/methods class. Suggested reading assignments for class sessions are included in the outline.

KENTUCKY

University of Kentucky

Rehabilitation Research (RC 750)

Witten, Barbara; Ph.D.

1983, 4 p.

The outline of this research course includes specific objectives, the class schedule, the format for (required) literature critiques, and the description of a brief exposure to computer use in data analysis. The course "demonstrates (the) specific application of basic research principles to rehabilitation problems."

TEXAS

North Texas State University

Rehabilitation Research (RHAB 525)

Richardson, Bill K.; Ph.D.

1983, 5 p.

Included with the rationale, prerequisites, objectives, and requirements described in this course outline are lists of recommended reading materials, professional journals in rehabilitation, and important periodicals in related fields.

WISCONSIN

University of Wisconsin-Madison

Rehabilitation Counseling Research Seminar (194-700-1)

1982, 5 p.

Course objectives, an outline of topics, recommended readings, six specific student assignments, and a session-by-session outline of the classes give students a preview of the concentrated study required to successfully complete this summer course.

University of Wisconsin-Milwaukee

Seminar in Counseling: Research (265-919)

Atkins, B. J.; Ph.D.

1982-83, 7 p.

Included with the outline of the class schedule (which precisely notes special assignments) are the outline of a research proposal and an exercise requiring the correct usage of APA style to report the data supplied.

SPECIAL TOPICS

Code: PRO ED 9

Cost: \$8.75

Vocational Rehabilitation, Special Topics

1984, 219 p.

A potpourri of courses which address issues of varying degrees of concern in different parts of the country is provided in this packet. Although some courses may bear strong resemblance to courses described/offered in other packets, they have been left in this category if they were originally shared as special or sent to the National Clearing House with this designation. Look carefully; you may find an innovative class that you might wish to offer in your institution.

ARIZONA

University of Arizona

Tucker, Inez

Spring 1982, 7 p.

Objectives include the identification of problems associated with different disabilities as they affect the formulation of rehabilitation plans; sources of information about occupations/careers and their use in job development and placement; and experience in budgeting for case studies. A major activity is the development (and defense) of rehabilitation plans for assigned cases. The class outline includes a paper defining precisely each of the statuses of case-load management, a very helpful addendum for counselor trainees.

COLORADO

University of Northern Colorado

Independent Living in Rehabilitation (HRS 550)

n.d., 4 p.

Counselor trainees are introduced to independent living concepts as they explore demonstration and research activities and projects designed for disabled and/or aging populations. They study service delivery models, barriers, ANSI standards, and sources of aids/devices to enhance independent living opportunities.

Alcohol and Drug Rehabilitation: Basic Counseling Skills (HRS 580)

n.d., 3 p.

The primary competency identified for this course is the development and demonstration of five basic counseling skills and the acquisition of sufficient baseline data to enable each enrollee to function on an adequate competency level as a substance abuse counselor.

Drug and Alcohol Rehabilitation: Client Treatment Planning and Records Management (HRS 581)

n.d., 2 p.

Objectives and learning activities are designed to acquaint students with federal confidentiality laws, Colorado drug and alcohol laws, the psycho-social effects of chemicals, and to help them attain skills needed to plan treatment for clients and to maintain their records.

Community Resources for Rehabilitation (HRS 591)

n.d., 3 p.

The importance of tapping community resources is stressed as students learn how to assess potential assets and identify sources of assistance for clients. Five units of study are outlined, including one which explores a dozen facets of the community. Course evaluation includes a project with a written and oral report.

University of Northern Colorado, continued
Seminar: Psychiatric Rehabilitation (HRS 660)
n.d., 1 p.

Using a seminar format, this class requires students to read all assignments, attend class and discuss readings, prepare in-depth term papers, and attend prescribed meetings at which speakers in psychiatric rehabilitation are presenters.

FLORIDA

Florida State University
Case Studies in Rehabilitation (EGC 5746)
Summer 1984, 4 p.

Competencies to be gained by students are enumerated (17), and the 13-week schedule precisely identifies readings and discussion topics for each session. The texts, requirements, and a selected bibliography conclude the course description.

Practicum in Community Resources (EGC 5850)
Summer 1984, 3 p.

Competencies, the purpose of the class, a week-by-week schedule (12), and the requirements for the class are outlined in this paper.

GEORGIA

Georgia State University
Systematic Helping Skills II (CPS 843)
Smith, Richard M.; Ph.D.
Spring 1984, 4 p.

The focus of the course is the development of each student's competence in the utilization of initiative behaviors, the identification of deficits, the formulation of goals, the use of problem-solving skills, and the planning/implementation of appropriate programs. Objectives and the criteria for the assessment of performance are explicit.

ILLINOIS

Southern Illinois University
Seminar in Correctional Rehabilitation (REHB 445I)
Grenfell, Dr. John
1982, 1 p.

Designed to acquaint students with the magnitude of the crime problem, providing an overview of the field of corrections, and teaching the selection of appropriate counseling techniques in correctional rehabilitation, this course includes the obligatory standing of a security watch at a correctional institution in southern Illinois.

Psychological Aspects of Aging (REHB 446)
Gardner, Margaret S.; Ph.D.
n.d., 8 p.

This course, designed to be multidisciplinary in its approach to aging, places emphasis upon psychosocial areas observed through the impact of economic, physical, and governmental change. (It is a companion course to Biomedical Aspects of Aging, a class in which cognitive changes are explored.) Objectives, topics, and teaching methods precede the class outline. A four-page bibliography is added to the paper.

Southern Illinois University, continued

Biomedical Aspects of Aging (REHB 447)

Hawley, Irene B.; Ph.D.

n.d., 12 p.

In addition to the syllabus which outlines fully the 16 topics of this course of study, an eight-page Selected Bibliography provides excellent references for supplementary reading about the biomedical aspects of aging.

Technical Writing in Rehabilitation (REHB 479)

Hawley, Irene B.; Ph.D.

n.d., 4 p.

The development of writing skills for five specific assignments is addressed in this course. Having successfully completed it, students should be able to develop/draft a program proposal and/or grant application; develop and/or draft a vocational evaluation and/or work adjustment report; prepare a resume and/or job application; write a letter of reference; and prepare a news release or other publicity item for a facility, agency, or program. A two-page bibliography cites helpful references.

Rehabilitation Lab (REHB 501)

Allen, Harry; Ph.D.

n.d., 7 p.

This laboratory experience enables each student to practice counseling skills with a "client," receive feedback based upon observation, and improve upon his/her performance as a result of the critique. Included with the Performance and Grade Criteria information is a paper of "Study Questions on The Skilled Helper (Egan)," "A Scale to Rate the Level of Empathic Communication," and "Things that Encourage Communication."

Private Rehabilitation (REHB 560)

Riggan, T. F.; Ph.D.

n.d., 5 p.

Two examinations, a term project, and class attendance/participation form the evaluative criteria of this class designed to introduce students to "the unique characteristics of rehabilitation services offered within the private-for-profit sector." It addresses the needs of students who may become private practitioners and provides a frame of reference for those who pursue professions in the public sector.

Rehabilitation and the Courts (REHB 561)

n.d., 1 p.

This course is offered to acquaint the rehabilitation worker with court procedures/testimony, particularly in reference to Workmen's Compensation and injury proceedings. Information is also provided regarding Social Security Disability.

Rehabilitation Facilities and Developmental Centers (REHB 562)

1981, 4 p.

Prepared by the late Dr. Jerry Lorenz, this course outline includes the tentative class schedule, purpose, objectives (11), and the specific assignments by which the students will be able to achieve the objectives.

Southern Illinois University, continued

Programming, Budgeting, and Community Resources (REHB 573)

1983, 5 p.

Prepared by the late Dr. Richard J. Baker, this outline describes a class to prepare students to identify resources, exercise sound fiscal management, and become informed about good community and public relations. Given some related assumptions, students develop a simulated agency program and budget. The course schedule is provided, "Ground Rules" for the conduct of the class are printed, and conditions affecting grading are explicitly stated.

Staff Training and Development (REHB 574)

Rubin, Stanford E.

1983, 6 p.

A supervised team-teaching experience (in another course) is promised each enrollee in this course. Required as preparation for the presentation are the instructional objectives and the rationale for their selection. Follow-up includes a research paper based on the presentation. Each student must also lead a class discussion among his peers, preparing them with pertinent questions prior to the presentation. The ultimate object is to enable students to develop competency in the conduct of staff development through assessing needs, planning/delivering learning activities, and evaluating outcomes. (Many readings are assigned for class preparation.)

Program Evaluation in Rehabilitation (REHB 578)

Greene, Brandon F.; Ph.D.

1982, 6 p.

Seven units of study guide class members toward the recognition that program evaluation is not simply judging the degree to which a program accomplishes its objectives ... but also ... a catalyst to enable the program to accomplish its objectives. The student is not required to perform a comprehensive program evaluation, because it is not expected that each one could do so by himself/herself. Each student is required to be the discussion leader for one three-hour class session, to take quizzes, to audit a Rehab Evaluation System a la CARF standards, and to prepare/present a paper of his/her own choice. A policy on absences is stated, and a Schedule of Events (with Readings) is provided.

Advanced Fiscal Management (REHB 579)

1983, 9 p.

The late Dr. Jerry Lorenz prepared this course outline which features not only the class schedule but an excellent "Annotated Bibliography of Suggested Readings" (seven pages) which focus upon financial matters and money management relevant to rehabilitation programming.

Professional and Community Relations in Rehabilitation (REHB 580)

Hawley, Irene B.; Ph.D.

n.d., 7 p.

This course is designed to explore the professional functions and community relations needed by rehabilitation administrators and to help them develop adequate skills and competencies. The class is conducted as a seminar. Each student is required to develop a major class project that "could be implemented" in an agency. A five-page Selected Bibliography cites relevant literature for supplementary reading.

Southern Illinois University, continued

Professional Seminar (REHB 589)

Allen, Harry; John Lutzker and Stanford Rubin

n.d., 3 p.

An opportunity for students to interact among themselves, discussing current research and applied practice, and a chance to hear/question professionals (guest presenters) are accorded by this Pro Sem scheduled by the Rehabilitation Institute on Friday afternoons. (Editorial comment: Practice in the conduct of professional behavior on Friday afternoons seems to be a good idea!)

KENTUCKY

University of Kentucky

Orientation to Rehabilitation Resources (RC 510)

Witten, Barbara; Ph.D.

1983, 5 p.

Relationships among agencies serving rehabilitation clients are explored in this class which also examines gaps/overlaps in services. Students are required to take five field trips, keeping logs according to a precise format; make four two-day observations at a field site, again recording observation logs; and conduct a one client/one family interview, concluding with a written report attending questions stated in the format of the class outline.

Current Issues (RC 760)

Witten, Barbara; Ph.D.

1983, 1 p.

"Current Issues" includes the analysis of current legislation, value systems, political/economic fluctuation, assumptions, research results, and the identification of present/probable trends. Each student prepares a major class presentation regarding one topic of his/her special interest.

Special Topics in Rehabilitation: Rehabilitation of the Learning Disabled (RC 770)

Crystal, Ralph M.; Ph.D.

1983, 3 p.

An in-depth examination of the rehabilitation of learning disabled (LD) populations is provided by this course. Objectives range from identifying by definition to the selection of appropriate counseling strategies for LD clients. Major course assignments include researching an aspect of learning disabilities for a one-hour class presentation and the preparation of a paper (based upon the research) in APA style and suitable for submission to a journal for publication.

Rehabilitation in the Private Sector (RC 770)

Crystal, Ralph M.; Ph.D.

1984, 3 p.

This course provides information regarding rehabilitation in the private, insurance sector. Skills to enable the rehabilitation professional to work effectively with employers, insurance companies, and other professionals are taught. Skill-building modules address five specific competencies needed by persons working in the private sector. The course outline specifies the subject of each session and two major writing exercises, a report and an essay examination, constitute the basis of evaluation. (The report must also be presented orally in class.)

University of Kentucky, continued
Directed Independent Study (RC 782)
n.d., 1 p.

Freedom to select and explore a topic of his/her interest is offered enrollees of this course. Faculty supervision provides guidance and evaluation.

MICHIGAN

Michigan State University
Counseling and Consulting Strategies, (CEP 840E)
n.d., 1 p.

The brief outline of this course indicates that students are to think of counseling problems as learning problems and to develop strategies to assist clients to address them and to achieve their goals.

International Aspects of Rehabilitation/Special Education (CEP 842F)
n.d., 1 p.

This course, designed to enrich the understanding of graduate students in rehabilitation/special education, includes studies in international philosophies, policies, attitudes, and service delivery models. It also focuses upon professional preparation, the status of disabled consumers in selected countries, educational resources, technical assistance, social policies, and research issues.

Legal Rights of Handicapped People and Their Counselors (CEP 842H)
n.d., 2 p.

A ten-point outline identifies legal issues affecting disabled persons and their service-providers. Topics include: The Framework of Laws; The Framework of Courts and the Legal Process; The Rehabilitation Counselor and the Legal Problems of Clients; Basic Civil Rights of Handicapped Individuals, etc.

Independent Living Rehabilitation (CEP 842L)
n.d., 2 p.

A course to familiarize prospective counselors with the independent living movement in the United States, it also introduces service delivery issues and provides a perspective regarding independent living efforts in other countries.

NEW YORK

State University of New York (SUNY)/Buffalo
Tests and Measurements I (CHS 503)
Kauppi, Dwight R.; Ph.D.
Fall 1983, 5 p.

General goals and specific goals provide direction for graduate students commencing their study of measurement concepts and instruments. Weekly lectures, weekly tests, and a term paper are on the agenda. Included is a "Guideline for T and M I Test Reviews" which students are to use as they build files about tests.

PENNSYLVANIA

University of Pennsylvania/Scranton

Mental Retardation (RC 316)

Williams, John M.; D.Ed.

1981, 2 p.

This course provides students with cognitive information on the etiology, assessment, service delivery systems, treatment approaches, vocational programs, educational programs, and rights of mentally retarded persons. Students must contract in writing their choices of special projects related to MR; they are encouraged to develop learning modules rather than research papers.

Cognitive Counseling Systems (RC 331)

Decker, Thomas W.; Ph.D.

n.d., 2 p.

The application of selected cognitive theories and techniques of counseling rehabilitation clients are the focus of this course. Class participation with reference to readings and role playing with assessment forms comprise nearly one-third of the basis of evaluation.

Behavioral Counseling Systems (RC 332)

Williams, John M.; D.Ed.

1984, 3 p.

The development of skills needed for the clinical use of behavioral change techniques in rehabilitation settings is the prime purpose of this course. Primary methods of training include modeling, instructing, and rehearsing. Practice and application opportunities are provided in small group simulations. (Study guides are provided for each behavioral technique.)

Group Dynamics (RC 333)

Decker, Thomas; Ph.D.

1983, 4 p.

The course is designed to assist students in developing skills of leadership, group dynamics, and interpersonal sensitivity. Each student is required to keep a journal, identifying not only personal reactions to and evaluations of the group process but also personal development in areas important to self. (An outline provides suggestions for the "group" journal.) Four papers applying specific concepts/models taught in the class are also required for grades of A. An overview of the course and a grade contract are also provided.

Family Therapy (RC 334)

Decker, Barbara Brundige

1983, 3 p.

Lecture/discussion, simulation/role-play, and audiovisual experiences are the procedures by which students are instructed in the major classifications of marital and family therapy. Each student must participate in four role-playing activities as a family member, and each must submit four process papers in which he/she analyzes the impact of the therapy session upon himself/herself and the family. Each enrollee must also serve as a family co-therapist in two role-plays with two corollary evaluative forms measuring effectiveness of therapeutic skills. (A Final Therapy Paper traces the development of one's family role through the four sessions and evaluates the effect of each therapy session on the family.)

University of Pennsylvania/Scranton, continued

Stress Management (RC 336)

Decker, Thomas W.; Ph.D.

1982, 3 p.

Students learn to apply relaxation training, cognitive restructuring, and record keeping in the treatment of stress, their own as well as that of others. Six procedures are listed: stress analysis; relaxation, meditation, and yoga; cognitive restructuring; biofeedback; diet and nutrition; and evaluation. Among evaluation criteria is "class participation demonstrating personal commitment and involvement."

Program Planning and Evaluation (RC 374)

Williams, John M.; D.Ed.

1983, 4 p.

This class is designed to provide students with the technical knowledge and writing skills necessary to prepare/to implement program plans and evaluation documents. A Schedule of Events is included, and the expectations of the professor are explicitly stated.

SOUTH CAROLINA

University of South Carolina/Columbia

Special Problems: Alcohol and Drug Rehabilitation (EDRH)

Ostby, Dr. Steven

n.d., 3 p.

Factors relevant to alcoholism/drug abuse in general, but most specifically as they apply to the rehabilitation of special populations, are analyzed in this course. Diagnostic and treatment modalities are explored, and a paper relating to the treatment of a specific population is required.

TEXAS

North Texas State University

Occupational Information and Vocational Analysis

Evenson, Tom; Ph.D.

1983, 5 p.

Objectives of the course are identified in two important areas: those identified by the instructor as essential for Master's level students and those selected by the class members as necessary to reach their own personal goals. (Suggestions/guidelines are provided in both areas, and students assume a vital role in self-evaluation/grading.)

WASHINGTON, DC

Gallaudet College

Psychosocial Aspects of Adjustment to Deafness (CO 709)

Wax, Teena M.

1983, 12 p.

Focus is upon an in-depth understanding of the impact of deafness and other disabilities upon individuals and upon the person-environment relationships of those individuals. Instructions for a project/project "fair" are quite explicit and require the student to secure an intimate interview with a disabled person. The schedule lists the subject of each class session, reading assignments are cited, and a four-page list of references is included.

Gallaudet College, continued
Human Relations Training (CO 721)
Wax, Teena M.; Ph.D.
Fall 1983, 18 p.

Specific course objectives differentiate among three levels of skills developed to facilitate effective interpersonal relationships. Other requirements identify the primary projects and basis of evaluation. A schedule and class routine are included. Also provided is the outline for an "Introspective Autobiography" required of each student and a self-evaluation form to use in viewing one's videotaped counseling session. A four-page published article, "The Counseling Laboratory" (Marita Danek and Fran White), is added to the class outline.

Group Counseling with Deaf People (CO 751)
Beach, Roger and Fran White
1983, 6 p.

The dynamics of group processes in society and their applicability in group work with deaf populations and with professional teams in school settings are the focal points of this course. An "Individual" Group Experience permits the student to act as a leader, a participant, and an observer. The Group Project promotes the use of group dynamics in the development of a creative exercise and a log detailing the processes used in designing and implementing the project. (Guidelines for the endeavor are clearly delineated.)

Gallaudet College and the University of Maryland (Cooperative Class)
Independent Living in Rehabilitation (EDCP 795), Gallaudet College
Special Topics in Rehabilitation (EDCP 668), University of Maryland
1982, 6 p.

Issues critical to the implementation of independent living services for disabled populations are the central focus of this course offered cooperatively by the University of Maryland and Gallaudet College. Objectives, procedures, the class outline (topics, responsible institutions), assignments, and "expectations" are listed. Three pages of references are also included.

WISCONSIN
University of Wisconsin-Madison
Rehabilitation Psychology-Occupational Aspects (194-530-7)
Thomas, Kenneth R.
1983, 4 p.

A tentative sequence of topics and activities is outlined to help students identify the kinds of occupational information needed for vocational placement and methods to facilitate vocational development and work adjustment for handicapped persons. A "Calendar of Critical Dates" reminds students of dates on which assignments are due. A page of Recommended Readings and References concludes the outline.

University of Wisconsin-Milwaukee
Independent Living for the Disabled in Urban Settings (265-778)
Green Frank A.; Ph.D.
1982, 6 p.

This course provides a study of the historical and legislative emergence of independent living and techniques to facilitate it in Vocational Rehabilitation and related professions. Experiential in design, the class uses reserve books, journals, handouts, and bibliographic materials as resources

University of Wisconsin-Milwaukee, continued
for readings. The Course and Lecture Outline, fully planned, is included; class exercises include group activities to solve the rehabilitation needs of a young man whose case history is given.

Current Topics in Counseling: Rehabilitation of Chemically Addicted Persons (265-779)

Meyer, Ann B.; Ph.D., Susan Manalli and Mark Le Capitaine
1982-83, 6 p.

Numerous current topics are explored following the orientation by Dr. Meyer: funding policies (local, state, and federal); medical aspects; rehabilitation of chemically addicted persons; psychological aspects and neuropsychological assessment; counseling approaches; sexuality; and special issues (minorities, women, adolescents, and elderly persons). Four field experiences are planned, and part of the class wrap-up includes student reports regarding the field trips. Several reserve/recommended readings are cited.

COUNSELOR EDUCATION MANUALS, HANDBOOKS

In many Counselor Education Programs in accredited university/college programs, manuals and handbooks are prepared for distribution to students. Because the professors of other institutions may wish to examine them for ideas worthy of replication, the National Clearing House invites the sharing of these publications.

CURRICULUM

Code: PRO ED 10 Cost: \$1.00

Rehabilitation Services Program

DePaul University, Chicago, IL

1984, 20 p.

The courses of study needed to complete certification in Facility Administration, Psychosocial Rehabilitation, and/or the Management of Rehabilitation Service are outlined and history, policies, and faculty are also described in this volume.

CURRICULUM/CROSS-CULTURAL

Code: PRO ED 11 Cost: \$.50

Objectives for Core Rehabilitation Courses in an Undergraduate Program Designed to Educate Students in the Provision of Services to Disabled Hispanic Persons

Arnold, Bill R.; Ph.D.

Pan American University, Edinburg, TX

1984, 12 p.

Nine courses designed to train undergraduate students to deliver rehabilitation services to disabled Hispanic persons are described in this study outline prepared by Dr. Bill Arnold. Courses include: Introduction to Rehabilitation (REHS 2301); Psychological and Occupational Aspects of Employment (REHS 2302); Medical Aspects of Disability (HRP 3330); Psychology of Disability (PSY 3330); Vocational Evaluation (REHS 4331); Job Placement and Work Adjustment (REHS 4341); Rehabilitation Theories and Processes (REHS 4302); Clinical Practicum in Rehabilitation (REHS 4502); and Special Topics in Rehabilitation (REHS 4303). The program makes excellent use of local rehabilitation facilities for on-site visits and attends cultural preferences important in serving Hispanic populations.

MEDICAL/PSYCHO-SOCIAL ASPECTS

Code: PRO ED 12 Cost: \$13.00

Health and Medical Manual

Human Resources, University of Pennsylvania/Scranton, PA

c. 1983-84, 323 p.

This useful manual is divided into two major parts: Part I, Health Information, and Part II, Medical Information. The five chapters regarding health include National and International Problems, Health Progress, Plagues and Carriers, Historical Developments, and Malnutrition and Starvation.

Chapter VI, Part II, addresses questions relative to understanding medical terminology and all of the systems of the body. It includes a Self Review Quiz to ascertain the understanding/retention of the information. Chapter VII defines Medical Terminology, identifying suffixes, prefixes, positions and directions, body areas, and abbreviations and symbols commonly used in reference (the Merck Manual). Succeeding chapters fully explore the body systems and related states. The final chapter, Multiple Body Systems, as do all of the preceding chapters in this part, contains a self-test. Professors of Medical Aspects will want to review this book for possible use as a text.

ORIENTATION

Code: PRO ED 13

Cost: \$1.25

Orientation Manual

Myers, M. H. Scott; Ed.D.

Rehabilitation Counselor Training Program, University of Cincinnati, OH
1982, 30 p.

As an introduction to the program and an overview of the requirements for successful completion of the rehabilitation counselor training at the University of Cincinnati, new enrollees are given this orientation manual. Criteria for admission to the graduate level programs are given as well as information about the U of C Rehabilitation Center, financial assistance, the clinical internship, demonstration project/comprehensive examination, advisement, grading, publications, accessibility, and course requirements and electives. National certification requirements and the bylaws of the local RC Student Association are also included.

PLACEMENT

Code: PRO ED 14

Cost: \$3.25

Employer Development, A Systematic Approach

National Vocational Rehabilitation Job Development/Job Placement Institute,
Drake University, Des Moines, IA
n.d. (c. 1983), 77 p.

Procedures useful to train prospective counselors are outlined in this Job Placement Institute manual used in the Master of Science Program. Color-keyed sections provide tips and self-checks for effectiveness that follow this rehabilitation marketing sequence: establishing trust, identifying problems, solving problems through advocacy, supporting through services, and following-through. Particularly helpful are non-polemic responses for employer objections to hiring blind persons. Objections commonly expressed in regard to hiring persons with other impairments are also addressed. Letters and forms used to establish market contacts are included in the manual.

PLACEMENT

Code: PRO ED 15

Cost: \$5.00

Master's Degree as Job Development/Job Placement Specialist

National Rehabilitation Job Development/Job Placement Institute, Drake University, Des Moines, IA
1983; 107 p., 14 p.

The curriculum plan for a full year of study (based upon individual needs) is outlined for this course leading to a specialization in placement. This Master's Degree program includes three Field Work Experiences. Course objectives, methodologies, projects, and all pertinent forms are included relevant to these critical training courses. Two options are provided for Field Work II, Business/Industry or Public/Private Agencies, with appropriate assignments outlined for each. Competencies, optional learning experiences, and forms for evaluation are included in this valuable manual.

Accompanying this document is a folder containing brochures and outlines describing briefly the Specialist Program of the Job Development/Job Placement Institute.

PRACTICUM/INTERNSHIP

Code: PRO ED 16 (112-U)

Cost: \$2.50

Clinical Internship Manual

Myers, Julian S.; Ph.D. et al.

Rehabilitation Counselor Training Program, University of Cincinnati, OH
September 1982, 60 p.

To facilitate the progress of graduate students in rehabilitation counseling, staff of the Rehabilitation Center prepared a handbook providing guidelines for students, faculty, and agency personnel under whom students attain their clinical preparation. Assignment to sites is designed to complement the experiences/knowledge of students. Training includes orientation, observation, and participation.

PRACTICUM/INTERNSHIP

Code: PRO ED 17

Cost: \$4.50

Counseling Practicum Manual

Whittington, Kris; Dale Fish, Editors

Department of Rehabilitation, College of Education, University of Arizona, Tucson
December 1980, 111 p.

Guidelines for the student, supervisor, and cooperating agency are provided in this comprehensive manual which contains information and materials necessary for first and second counseling practica at the Master's Degree level. Included are the course objectives and course outlines with evaluation criteria; agency and counseling practicum sites and required reading material; other resources; and forms needed for the Counseling Practicum.

PRACTICUM/INTERNSHIP

Code: PRO ED 18

Cost: \$2.50

Department of Counseling Fieldwork Manual

McCrone, W.; R. Gawlik and Marita Danek

Gallaudet College, Washington, DC

n.d., 61 p.

A handbook designed to assist counselor trainees in their counseling practicum at Gallaudet College, this volume provides the complete outline for the fieldwork experience. Components include the Personal Plan, the Student Summary, Contracting, Prescriptive Self Evaluation, Supervisor Evaluation Forms, Logs, an Interview Report Form, a Case Study Form, a Permission-to-Videotape Form, and Ethical Standards. A final self-evaluation is based upon the critique of one's videotape with a client.

PRACTICUM/INTERNSHIP

Code: PRO ED 19

Cost: \$1.00

Internship Handbook

Michigan State University, East Lansing

January 1983, 26 p.

This manual outlines in detail elements of the clinical experience required in the Rehabilitation Counseling program of Michigan State. It includes a list of generic internship sites, and it also contains a list of specific agencies currently cooperating in the provision of practica.

Six major areas of student, faculty, and agency responsibility are identified in a formal agreement document which is executed early in the internship. Forms to promote daily logging and weekly reporting are provided. (Skills are added week-by-week to the repertoire of the trainee and reported accordingly.)

Internship Handbook, Michigan State University, continued

Evaluation is based upon the successful completion of the objectives of the "agreement" and the reports of the supervising agency, the visits of the university educator, and the self-assessment of the student.

PRACTICUM/INTERNSHIP

Code: PRO ED 20

Cost: \$1.25

Internship in Rehabilitation Counseling

Szuhay, Joseph A.; Ph.D., et al.

Department of Human Resources, University of Pennsylvania/Scranton
1980, 31 p.

Advanced counselor trainees enrolled in the Rehabilitation Counseling Program at UP/S receive this helpful manual which provides an overview of the required academic instruction, the training phases of the clinical experience and possible internship sites, and the protocols for supervising and evaluating the practica of the students. The handbook provides direction and guidance for those students ready to experience a practical application of their training and a concrete tie with the program "back at the university." Both university faculty and agency personnel assume responsibility for the training of the counselor who is required to document his or her clinical experience through regular written reports. The agency and the trainee also have opportunities to evaluate the performance of each other.

STATE AGENCY MATERIALS

Training materials and publications used by state agencies to effect the delivery of improved vocational rehabilitation services are shared in the following pages. In preparing for the retreat of university personnel in the National Council of Rehabilitation Education in Atlanta, GA, in August 1984, the National Clearing House of Rehabilitation Training Materials solicited contributions of materials from some state agencies. (Time did not permit contact with all staff development officers.) We welcome the voluntary nomination of materials for inclusion in this catalog of shared ideas and strategies.

CALIFORNIA

INDEPENDENT LIVING

Code: PRO ED 21 (112-C) Cost: \$4.50

The California Living Centers (Programs for People)

Department of Rehabilitation, Sacramento, CA

June 1982, 110 p.

This publication describes the organization of independent living centers in California and measures to assess effectiveness (helping people attain independent living status). The California Client Gains Scale, a questionnaire to assess the changed skill levels of persons seeking to become independent, could be used to evaluate ILSs and clients' outcomes. Other process instruments are included in the Appendices as are the names and addresses of the committee. A chart shows services provided in 10 centers. Conclusions identify five problems common to community-based programs and offer solutions. A comprehensive bibliography is included.

PLACEMENT

Code: PRO ED 22 Cost: \$3.75

Psychology of Sales (Lesson Plan)

Littlefield, John

Department of Rehabilitation, Sacramento, CA

n.d. (c. 1984), 89 p.

From the Staff Development Officer of California comes a lesson plan for a presentation equating placement with selling. The counselor has a product (able, willing worker) and the employer has a need (unfilled position). The focus (subject) of the training is "Avoidance Behaviors," a conscious admission that "selling" is the basic behavior needed in placement and that one must attend to worthwhile, productive activities to achieve good results. Using humor and visuals, the presenter can assist trainees to accept the basic premise and (probably) feel comfortable about their roles.

REHABILITATION/CLIENT CHARACTERISTICS/FUNDING

Code: PRO ED 23 (112-L) Cost: \$1.25

Department of Rehabilitation Reference Book, Rehab (Fiscal Year 1981-1982)

Department of Rehabilitation, Sacramento, CA

1982, 27 p.

For persons conducting research regarding rehabilitation in California or making comparative studies between/among states, this reference handbook would be useful. Topics include departmental organization, historical caseload activities, client characteristics, costs/benefits, public assistance, and demographic data. Statistics are provided for the districts. A cost-benefit analysis chart reveals the number of rehabilitated clients in disability categories.

STAFF DEVELOPMENT

Code: PRO ED 24

Cost: \$.25

California Training Calendar, July-December 1984

Littlefield, John

Department of Rehabilitation, Sacramento, CA

1984, 6 p.

Dividing the state into two primary service regions (North and South), the Staff Development Officer shares the calendar of training sessions to be held in California — the topics, dates, locales. Twice during the six-month period special orientation sessions, "New Counselor Academics," are provided for novice counselors.

FLORIDA

CONSELOR EDUCATION/EVALUATION

Code: PRO ED 25

Cost: \$.75

The Rater Success Game

Ferris, Bruce C.; Educational Liaison Consultant

Office of Vocational Rehabilitation, Tallahassee, FL

1984, 16 p. and Gameboard

"A training program designed to make performance evaluations more objective and meaningful" is provided in The Rater Success Game, according to Bruce Ferris. Using a gameboard, dice, and instructional cards, trainees progress according to their throws and the feedback given them on the basis of their (supposed) counselor behaviors (indicated on the cards).. Color-coded cards are of three kinds: constructive criticism, positive stroke, and potential growth. The creative approach to training enables learners to consider, in a non-threatening manner, their own skills and the ways in which they can improve their techniques in counseling clients.

EMPLOYMENT

Code: PRO ED 26

Cost: \$.25

"Youth Incentive Program for Employment and Rehabilitation (YIPER)"

Twomey, William F.; Administrator, Client Services

Office of Vocational Rehabilitation, Tallahassee, FL

1984, 6 p.

This paper describes a youth program, identifying those for whom it is intended and stating explicitly 10 responsibilities of counselors to attain goals. The method of implementation and a two-page program proposal (FL) are included.

SPINAL CORD INJURY

Code: PRO ED 27

Cost: \$2.00, Packet

Spinal Cord Injury Accident Prevention/Education Project, An Innovative Approach to Accident Prevention and Injury Control

Ferris, Bruce C.; Project Administrator

District III, Department of Health and Rehabilitative Services, Office of Vocational Rehabilitation, Tallahassee, FL

September 1983, 48 p.

One fact speaks most eloquently for the effectiveness of this spinal cord injury prevention educational thrust: Incidence of spinal cord injury in the target age group during the pilot period in the test sites remained constant although increases were recorded in the same age group elsewhere in Florida and throughout the United States.

FLORIDA, Spinal Cord Injury Accident Prevention Packet, continued

The format of the training program consists of four to five 50-minute presentations for drivers education classes and students of high risk sport/recreational activities in selected high schools. An introduction, medical data, film (must be secured from Florida program), and personal testimony are used to convey the message regarding the causes of spinal cord accidents and the best ways to avoid them. Sheets for transparencies (overheads) and ideas for T-shirts, pinbacks, etc. feature the "Feet First!" theme.

GEORGIA

REHABILITATION ADMINISTRATION

Code: PRO ED 28 Cost: Free

Management Control Project (MCP)

Chase, Philip E.; Director

University of Georgia, Athens

May 1983, 1 p. and Rehab Brief, 4 p.

To promote the achievement of goals in vocational rehabilitation agencies and the professional growth of staff personnel, James Ledbetter, Georgia Department of Human Resources, implemented a Management Control Project; it has now been tested in Georgia, Michigan, and Maryland. Some findings suggest advantages over traditional Vocational Rehabilitation control approaches: more accurate eligibility decisions; improved evaluation of handicapping conditions; improved understanding of client needs; improved assessment of client potential; increased client involvement in the rehabilitation process; increased agency fiscal accountability; increased awareness of similar benefits; reduced policy controls; and improved counselor/supervisor relationships. Two comments regarding the MCP model are addended to the Brief.

IDAHO

CASEWORK

Code: PRO ED 29 Cost: \$25.00, Rental; \$65.00, Purchase

"Comparison of Status 14 with 18.6" (Videotape)

Thompson, Barry; Staff Development Director

Vocational Rehabilitation Service, Boise, ID

1984, 15-minute Videotape

Two staff persons in the Idaho state agency discuss the criteria by which cases are designated by these status numbers, and they offer tips for making decisions in regard to client needs.

KANSAS

COUNSELOR EDUCATION

Code: PRO ED 30 Cost: \$1.25

Rehabilitation Services Orientation and Training Guide (including Employee Performance Evaluation)

Bertwell-Forsythe, Mary et al.

Division of Rehabilitation Services, Topeka, KS

n.d. (c. 1983), 28 p.

This manual contains a brief history of rehabilitation, five orientation phases, and the Handbook for Employees which further explains reports, evaluations, affirmative action, and status action.

KANSAS, continued

NEEDS ASSESSMENT

Code: PRO ED 31

Cost: \$1.50

Final Report: In-Service Training Needs Survey

Division of Rehabilitation Services, Topeka, KS

May 1983; 34 p., 1 p. (Training Calendar)

Personnel employed by the Kansas DRS responded to a Comprehensive Needs Survey in April-May 1983, indicating their perceived needs for specific kinds of inservice. Data were analyzed by Dr. Marvin Kuehn, Emporia State University. Outcomes are reported in terms of responsibilities with years of experience and areas of the state identified. Final pages focus on the needs as rated by counselors, supervisors, administrators, and secretary/clerks.

KENTUCKY

STAFF DEVELOPMENT

Code: PRO ED 32

Cost: \$.25

"Annual Training Format"

Rose, Elizabeth; Training Officer

Bureau of Rehabilitation, Department of Education, Frankfort, KY

1983, 6 p.

The Kentucky Training Format identifies the methodology by which training is delivered and the mode by which priorities are established. It also describes the evaluation format, procedures, and the "VR Calendar of the Moment."

LOUISIANA

VOCATIONAL REHABILITATION PROCESS/STAFF DEVELOPMENT

Code: PRO ED 33

Cost: Loan

VR Hopscotch: Following the VR Process

LeBlanc, Dotsie; Training Director

Louisiana Division of Vocational Rehabilitation, Baton Rouge

n.d. (c. 1983), 42 p.

Using a process training approach, the Training Director designed an entertaining activity to enable counselors, supervisors, and administrators to perceive the "path of VR," from 00 to 32, via hopscotch. Using color-coded assignments of status and game cards, participants experience success/frustration as they move along the path toward "rehabilitation."

MASSACHUSETTS

JOB SEEKING

Code: PRO ED 34

Cost: \$25.00, Rental

\$90.00, Purchase (Videotape and Manual)

Job Seeking Skills

Massachusetts Rehabilitation Commission, Boston, MA

June 1981; Videotape, 294-p. Manual

Vignettes of interviews involving disabled persons portrayed by the staff of the Massachusetts Rehabilitation Commission enable trainers to identify behaviors that are productive or non-productive in seeking employment. Because the videotape lends itself to discussions relevant to the situations, it can be used to alert staff to the kinds of situations in which clients find themselves and to suggest good interview techniques for the trainees. The looseleaf manual contains an eclectic collection of job-seeking hints.

MASSACHUSETTS

REHABILITATION ENGINEERING

Code: PRO ED 35 (112-M)

Cost: \$1.75

Evaluation of Van Modification Services of the Massachusetts Rehabilitation Commission

Goldberg, Richard T. and David Cain

Massachusetts Rehabilitation Commission Library, Boston, MA

October 1983, 39 p.

Precipitated by declining resources and continuing needs, a review of the van modification program of the Massachusetts Rehabilitation Commission was conducted. Three major points were explored: results of the program in terms of employment, including working, studying, homemaking; probable replacement needs of persons whose vans had been modified; and costs, both initial and maintenance.

MINNESOTA

COST BENEFIT ANALYSIS

Code: PRO ED 36 (108-Y)

Cost: \$1.50

Minnesota DVR FY 1981 Economic Analyses, A Modified Cost/Benefit Procedure

Liu, Han Cin; Ph.D.

Program Planning and Development, Minnesota Division of Vocational Rehabilitation (MDVR), St. Paul

March 1982, 37 p.

Persons seeking an economic justification for the investment of tax-payers' dollars in rehabilitation programs have only to read this cost/benefit analysis to realize the return in monies — salaries earned, taxes paid, and public assistance no longer needed. The study, based on formulae developed by the Oregon Division of Vocational Rehabilitation, appears to include all costs actually incurred in the rehabilitation process, provides cost/benefit data adjusted to reflect wage rates and potential working/earning power through use of a specially derived ratio, and permits the examination of the economic costs/benefits of specific sub-groups. A computerized procedure enables MDVR personnel to produce cost/benefit data quickly and accurately.

STAFF DEVELOPMENT

Code: PRO ED 37

Cost: \$4.00, Packet

Introduction to Microcomputers; Types of Computer Training; Information Relevant to Computer Training

Stephanie, Thomas

Minnesota Department of Economic Security, Division of Vocational Rehabilitation, St. Paul

n.d. (c. 1984); 26 p., 26 p., 46 p.

Three small books compose this training packet shared by the Training Officer of the Minnesota Division of Vocational Rehabilitation. Identified by persons in other states in which he had conducted training as an excellent source of information, Tom Stephanie has selected and prepared pages designed to introduce novices to computer terminology, literacy, and usage. In addition to definitions, the first booklet contains "Tips for the New Microcomputer Owner." For training specialists charged to initiate computer instruction, these materials offer an excellent organizational starting point.

NEW JERSEY

IWRP/ELIGIBILITY/SUPERVISION

Code: PRO ED 38 (111-M)

Cost: \$5.25

Eligibility/IWRP Trainer's Manual

Tomlinson, Patricia A.; Douglas A. Rhinehard

New Jersey Division of Vocational Rehabilitation Services, Trenton

July 1982, 127 p.

A manual developed by New Jersey personnel provides assistance to district supervisors and managers in the presentation of a training sequence addressing eligibility, the IWRP, and the case review system. Case studies and completed forms provide examples of eligibility determinations. Complete guidelines to draft IWRPs are supplied, and IWRP case summaries have exercises to encourage writing practice. Evaluation forms are included.

JOB SEEKING/STAFF DEVELOPMENT

Code: PRO ED 39 (114-I)

Cost: \$3.25

Job Seeking Skills, A Training Guide for Job Seekers

Hertz, Barry; Rebecca Shulman and Margaret Cunningham

New Jersey Division of Vocational Rehabilitation, Trenton

1984, 80 p.

The contents of this manual enable a rehabilitation counselor to lead a group session of other counselors responsible for teaching job seeking skills or clients who are ready to seek/accept jobs. (A course outline suggests a three-day presentation.) Topics include: Survey of Assets; Looking for Jobs; Resumes and Cover Letters; The Job Application; The Job Interview; and Target Jobs Tax Credit and On the Job Training. Numerous tips are provided to help prospective employees field kinds of questions employers may ask. Final comments offer encouragement and a brief list of "Sources of Information."

OKLAHOMA

HEARING IMPAIRMENT/INFORMATION RESOURCES

Code: PRO ED 40 (113-L)

Cost: \$1.50

Directory of Services and Resources to Assist the Deaf and Hearing Impaired

Oklahoma Commission on the Deaf and Hearing Impaired, Oklahoma City

June 1984, 34 p.

In existence since 1972, the Commission on the Deaf and Hearing Impaired has compiled a comprehensive list of resources (agencies, schools, and churches) for deaf persons in Oklahoma; addresses and telephone numbers are provided. A brief section lists national organizations serving HI persons.

HEARING IMPAIRMENT/INTERPRETERS

Code: PRO ED 41 (113-M)

Cost: \$1.00

Directory of Interpreters for the Deaf

Oklahoma Commission on the Deaf and Hearing Impaired, Oklahoma City

May 1984, 26 p.

Oklahoma law (1982) requires the provision of interpreters in administrative, civil, and criminal proceedings in which a deaf person is a witness, complainant, or defendant. The bill is reprinted, the Code of Ethics (of interpreters) is printed, a registry of free-lance interpreters is given, and the Directory of State Provided Interpreter Services is included.

TENNESSEE

STAFF DEVELOPMENT

Code: PRO ED 42

Cost: \$2.50

Training Outline for Counselor Secretaries; Training Outline for New Rehabilitation Counselors; Training Outline for Tennessee Rehabilitation Center Staff (Smyrna); and Training Outline for Tennessee Vocational Training Center Employees

Whittaker, John; Staff Development Officer

Division of Vocational Rehabilitation, Nashville, TN

1984; 16 p., 26 p., 10 p.

To provide uniform training for new employees in the Division of Rehabilitation Services in Tennessee, training personnel have developed manuals to assist in the orientation of new employees. Two instructional phases are required for secretaries, counselors, and training center employees. For center staff, the second phase is designed by the supervisor of the employee. Nearly all of the instruction occurs during the first three months of employment. Forms and checklists are provided to facilitate documentation of the chief points of orientation. Because of the nature of their work, counselors are directed to numerous specific passages in the Administrative Manual on which trainers must sign-off.

UTAH

STAFF DEVELOPMENT

Code: PRO ED 43

Cost: \$16.50 or Loan

Case Service Manual

Utah State Office of Education, Division of Rehabilitation Services, Salt Lake City

1981, 407 p.

Twenty-six comprehensive chapters supplemented by seven appendices provide the basic information needed to conduct rehabilitative services in Utah. Topics include organization, counselor responsibility, case finding intake, case study and diagnosis, determination of eligibility, determining VR potential through extended evaluations, etc. Special information is provided regarding change records, i.e., the types of change, the location of data in the manual, and the date on which they were entered.

STAFF DEVELOPMENT

Code: PRO ED 44

Cost: \$1.00

New Employee Orientation, Supervisors Staff Training Guide

Utah State Office of Education, Division of Rehabilitation Services, Salt Lake City

1979, 24 p.

The Staff Training Guide for the supervisor of a new employee provides a checklist of the skills the employee should acquire during his/her first six months on the job. There are four sections: general information, training for secretaries, training for counselors, and a supervisor's guide for use of programmed training materials.

UTAH, STAFF DEVELOPMENT, continued

Code: PRO ED 45

Cost: \$4.00

New Employee Orientation Manual (A Self-Instructional Training Package)

Utah State Office of Education, Division of Rehabilitation Services,
Salt Lake City

1979, 100 p.

This handbook provides the guidelines by which a new employee may program himself/herself through various aspects of his/her position. Also an excellent reference manual, chapters include: (federal) legislative history of VR; philosophy of rehabilitation; the rehabilitation process; legal concerns of the counselor; goals of the (Utah) DRS; agency organization; information on standards of eligibility for DRS; writing rehabilitation objectives; and Title V, Vocational Rehabilitation Act of 1973.

STAFF DEVELOPMENT

Code: PRO ED 46

Cost: \$12.00

New Employee Orientation, Programmed Study Guide (A Self-Instructional Training Package)

Utah State Office of Education, Division of Rehabilitation Services
Salt Lake City

1979, 288 p.

A programmed study guide, this manual is to be used in conjunction with The New Employee Orientation Manual. It contains the quizzes (and answers) based upon the manual, and it provides unit posttests to check content retention. Although some lessons are Utah DRS-specific, major portions of the volume are generic and could be used by trainees in different states. (Provision is made to quiz out, but it is essential that the employee, working at his/her own rate, pass all components of the test by the end of the six-month probation period in order to be appointed to regular status.)

STAFF DEVELOPMENT

Code: PRO ED 47

Cost: \$1.75, Manual

\$25.00, Rental; \$65.00, Purchase of
Videotape

Interviewing in the Vocational Rehabilitation Process, A Training Manual

Gregg, Charles; Ph.D. and Morris C. Hansen

Utah State Office of Education, Division of Rehabilitation Services
Salt Lake City

n.d., (c. 1979), 40 p.

Designed for use with a videotape, this manual outlines the barriers, preparation, and kinds of skills needed to conduct interviews. The authors suggest mastery of the printed material followed by the viewing of the tape. The two sections of the tape depict the don't and do's of effective interviewing. The stop/go use of the tape facilitates discussion which can be summarized at the conclusion of the training session with a wrap-up incorporating the reiteration of positive interview behaviors.

STAFF DEVELOPMENT

Code: PRO ED 48

Cost: \$3.75

Staff Development Plan

Utah State Office of Education, Division of Rehabilitation Services and
Division of Services to the Visually Handicapped, Salt Lake City

August 1980, 90 p.

UTAH, Staff Development Plan, continued

The rationale for staff development and its relationship to the achievement of state agency goals provide the background for the assessment of training needs and the development of inservice in Utah. This manual provides an organizational chart of DRS and DSVH and the instruments by which needs are measured. Because management by objectives (MBO) is the modus operandi, employees are expected to incorporate appropriate training goals within their annual performance plans. The State Development Plan addresses all major issues relevant to professional growth through training, including policy regarding educational leave.

STUDY GUIDES/VOCATIONAL REHABILITATION (CANCER)

Code: PRO ED 49

Cost: \$2.00, Manual
\$50.00, Rental; \$130.00, Purchase of
2 Videotapes

Cancer Rehabilitation Study Guide

Redd, Louise A. and Morris C. Hansen

Utah State Office of Education, Division of Rehabilitation Services,
Salt Lake City
1981, 48 p.

Written for use with two videocassettes regarding medical, psychological, and vocational implications of cancer, this Study Guide can be used either for individual or group study. Seven lessons are used to present basic information needed by the counselor of a client with cancer, and posttests are provided to measure understanding. An Appendix gives brief case histories describing the characteristics of persons with specific kinds of cancer, and a Selected Bibliography concludes the volume.

STUDY GUIDES/VOCATIONAL REHABILITATION (EPILEPSY)

Code: PRO ED 50

Cost: \$2.50, Manual
\$50.00, Rental; \$130.00, Purchase of
2 Videotapes

Epilepsy Rehabilitation Study Guide

Redd, Louise A. and Morris C. Hansen

Utah State Office of Education, Division of Rehabilitation Services,
Salt Lake City
1981, 57 p.

Designed for use with videocassettes detailing the medical, legal, and vocational aspects of epilepsy, the guide outlines a recommended procedure for group training and the conduct of training sessions. Eight lessons address the definition of epilepsy; treatment; role of observer of seizure; legal implications; gathering client information; counseling clients with epilepsy; placement; and follow-up services.

Treatment includes the identification of medications commonly prescribed and the side effects associated with seizures.) Posttests (and answer keys) permit the trainees to assess their understanding and retention of the information. Following the Bibliography, a selected case study provides students an opportunity to exercise their comprehension by assessing, diagnosing, and prescribing the treatment indicated, including VR counseling, training, and placement.

STUDY GUIDES/VOCATIONAL REHABILITATION (HEART DISORDERS)

Code: PRO ED 51

Cost: \$2.75, Manual

\$50.00, Rental; \$130.00, Purchase of
2 Videotapes

Cardiac Rehabilitation Study Guide

McKinney, Irma Jean and Morris C. Hansen

Utah State Office of Education, Division of Rehabilitation Services,
Salt Lake City

1981, 68 p.

Two videotapes containing lectures on the medical, psychosocial, and vocational aspects of cardiovascular disease complete the training unit for which the manual was designed. Seven lessons outline problems of heart disease, the cardiovascular system, diseases of the heart, diagnostic procedures, disabilities caused by heart disease, functional capacity, and vocational evaluation. Each lesson concludes with a posttest. Group Exercise One features two role-playing activities; a second exercise permits individual/group responses to the design of an IWRP. A Glossary, References, and Selected Additional Readings conclude the volume.

WEST VIRGINIA

INTERAGENCY COOPERATION/VOCATIONAL EDUCATION

Code: PRO ED 52 (111-Y)

Cost: \$3.00, Packet

Vocationally Oriented Psychological Services for Handicapped Secondary Students; IEP-IWRP Exercises; Memorandum from the WV Division of Vocational Rehabilitation; Interagency Agreement Between A County Board of Education and the Division of Vocational Rehabilitation

Hohenshil, Thomas H.; Ph.D.

WV Division of Vocational Rehabilitation, Charleston

1982, 76 p.

The need for psychological services by disabled secondary students in vocational educational programs is being addressed through cooperative efforts effected by agreements between local education agencies and state divisions of vocational rehabilitation. Using either school or licensed psychologists, counties in West Virginia are providing services for special needs learners. Assessment, counseling, referral, and curriculum modification are available for students. Consultation and inservice are provided for parents and teachers. Numerous vocational assessment instruments and relevant articles are identified at the end of the paper. Charts showing the similarities of IEP/IWRP components are included in the packet.

JOB ANALYSIS

Code: PRO ED 53

Cost: \$8.25

West Virginia Division of Vocational Rehabilitation (Fourth Edition) Dictionary of Occupational Titles Supplement

Blaskovics, Thomas L.; Ph.D.

West Virginia University, Morgantown; WV Division of VR, Charleston

n.d., 204 p.

A computer printout of hundreds of jobs keyed according to DOT codes are included in this supplement. Appendices A, B, and C provide the definitions and descriptions of the codes (General Education Development, Specific Vocational Preparation, Interests, Temperament, Physical Demands, and Working Conditions).

WEST VIRGINIA, continued

STAFF DEVELOPMENT

Code: PRO ED 54

Cost: \$9.25

Joint Training Program, Phases I and II

Blaskovics, Thomas L. and Gordon R. Kent

West Virginia University, Morgantown; WV Division of Vocational Rehabilitation, Charleston, WV Rehabilitation Research and Training Center, Dunbar
1979, 1978; 111 p., 120 p.

Phase I presents the outline of a three-day training session which commences by promoting creative thinking regarding the solution of problems. It leads to the outline of a "Decision-Making Process" and its application to vocational rehabilitation. Exercises focus upon the collection and analysis of data and the use of the DOT (Volumes I, II, and Supplements) to make valid decisions regarding client cases. Group interaction and discussion allow the participant to exchange ideas and to gain new insights from other trainees.

Phase II provides training which reviews The Decision-Making Model and its application to placement and then enlists the trainees in the solution of a fictitious VR case. Exercises stress the use of the DOT and the identification of potential employment places/centers, including ways to improve data gathering. Activities are designed to enhance the skill of the counselor in making job development contacts. Help is given regarding the assessment of accessibility features, job analysis, and the matching of client characteristics to job requirements. Useful forms are incorporated in the Phase II training which concludes with a comprehensive final review of both training phases.

WISCONSIN

EVALUATION (PERSONNEL)

Code: PRO ED 55

Cost: \$1.00

Performance Planning and Development (PPD), 1983

Kallsen, Patricia

State of Wisconsin, Department of Health and Social Services, Division of Vocational Rehabilitation
October 1983, 26 p.

This document outlines the process by which performances of DVR personnel are rated in Wisconsin, including the criteria for evaluative judgments. It includes the Performance Review Forms for two levels of supervisors, for counselors, homecare teachers, and blind rehabilitation teachers of visually impaired persons. Caveat: The PPD is but one part of the employee review process. Staff members are asked to write self-critiques and to share the planning of development plans for the coming year.

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